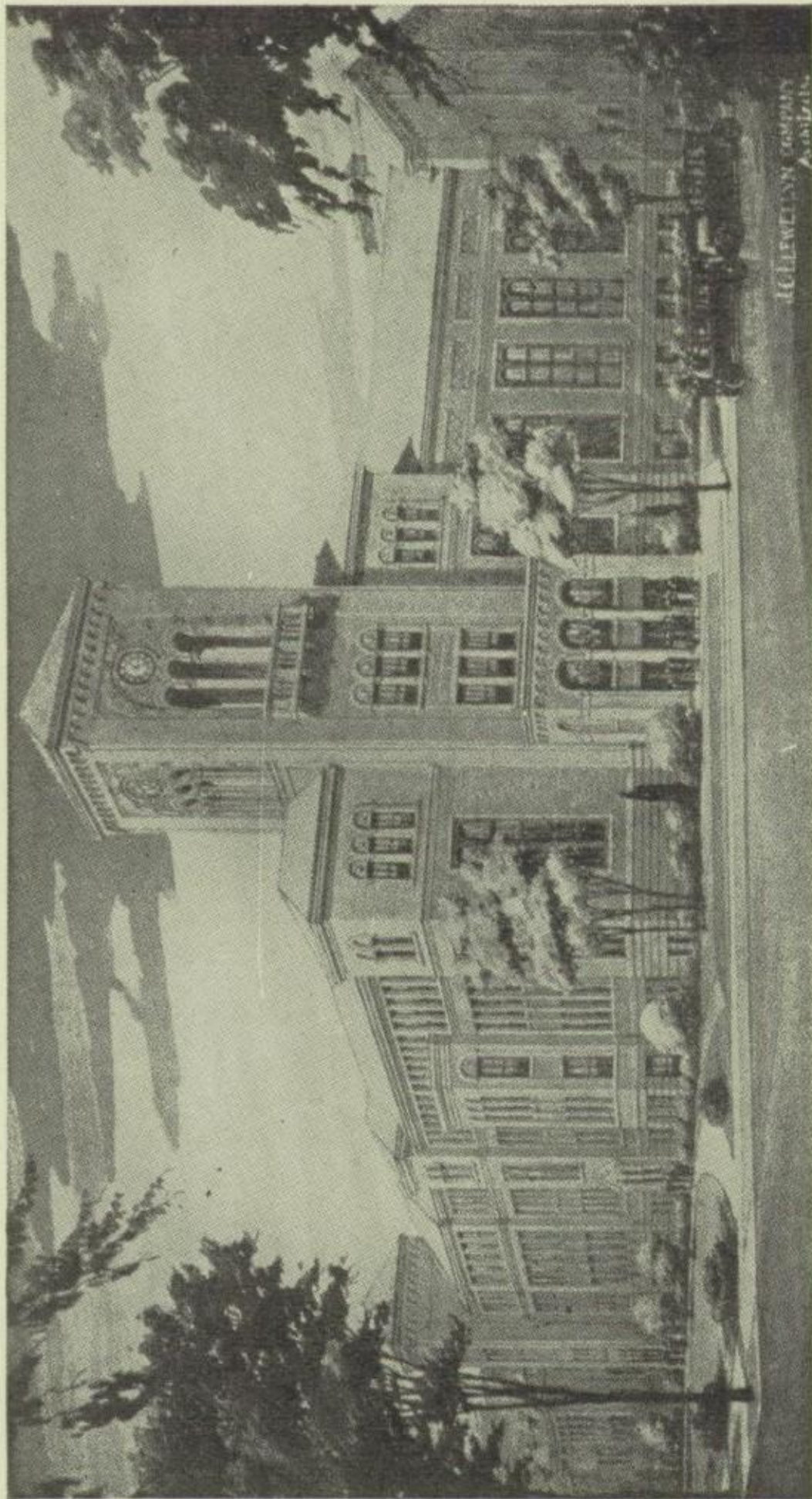


Lyons Township

HIGH
SCHOOL

1929-1930





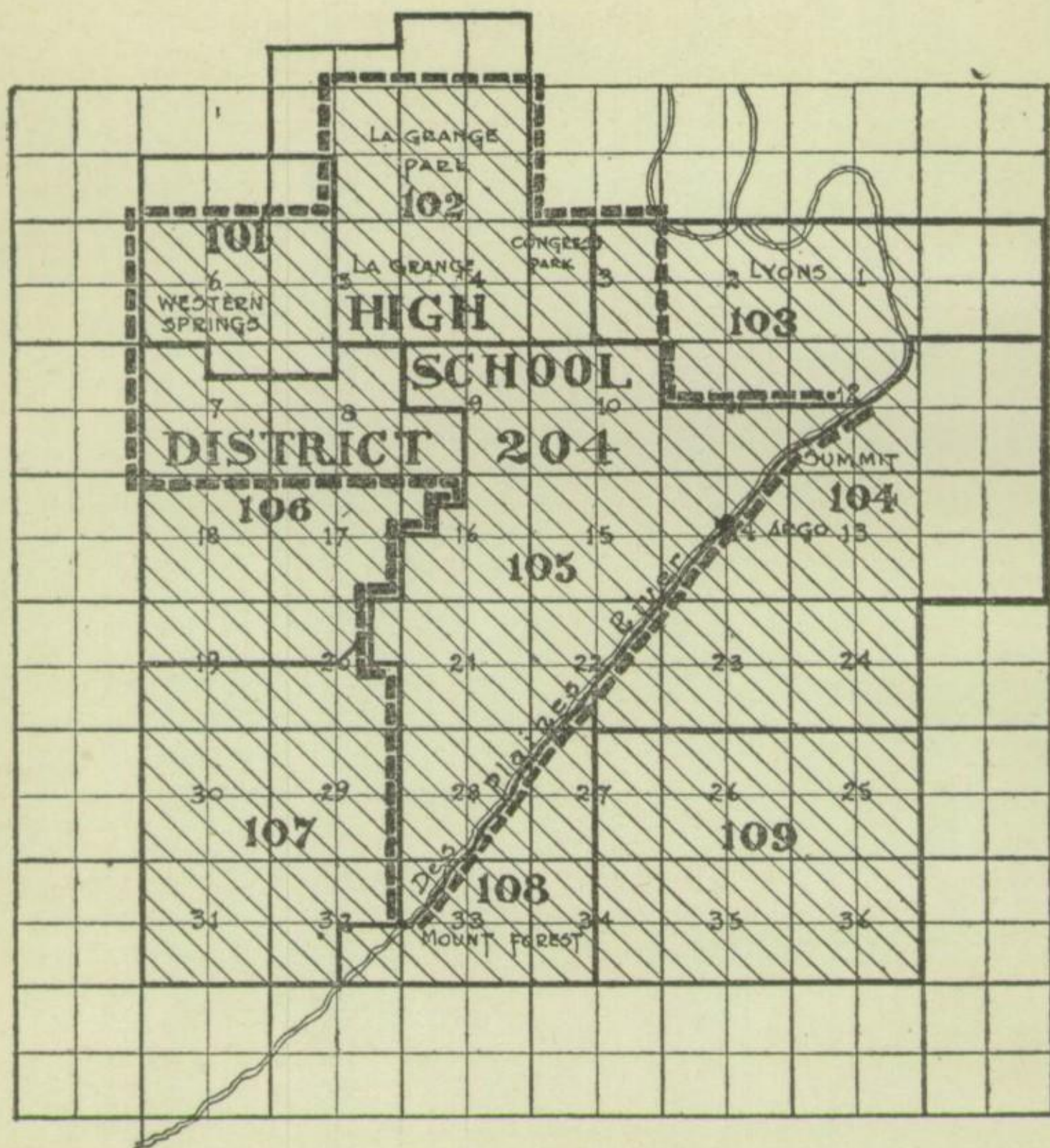
LYONS TOWNSHIP HIGH SCHOOL

FORTY-FIRST ANNUAL
YEAR BOOK OF THE
LYONS TOWNSHIP
HIGH SCHOOL
LA GRANGE
COOK COUNTY, ILLINOIS

AUGUST
1929



CITIZEN PUBLISHING COMPANY
LA GRANGE



MAP OF HIGH SCHOOL DISTRICT 204

The area of the original Lyons Township High School District, technically known as District 204, is shown by the diagonal shading covering thirty-six square miles composing the township of Lyons and in addition thereto the village of La Grange Park containing one and one-half square miles.

This territory is subdivided into nine grammar school districts as shown.

On May 4, 1920, the Ex-Officio Board detached all of grammar school districts 104, 107, 108 and 109 and parts of 103 and 106. The present area of the district is bounded by the heavy broken lines.

CALENDAR FOR 1929-1930

1929

September	7 (Saturday)	Teachers' Meeting
September	9 (Monday)	First Semester Begins
October	18	First Period Ends
November	28, 29	Thanksgiving Recess
November	29	Second Period Ends
December	21 (Saturday)	Christmas Vacation Begins

1930

January	6 (Monday)	School Work Resumes
January	24	Third Period Ends
January	27	Second Semester Begins
February	12	(in place of February 22). Lincoln's Birthday
March	7	Fourth Period Ends
April	18	Fifth Period Ends
April	18 (Friday)	Spring Vacation Begins
April	28 (Monday)	School Work Resumes
May	30 (Friday)	Decoration Day
June	6	Senior Classes End
June	12 (Thursday)	Commencement

Lyons Township High School

Board of Education

High School District No. 204

Phone 458

ROBERT C. FLETCHER, President . . . LaGrange

Residence, 224 S. Stone Ave. Telephone, LaGrange 217. Chicago address, 179
W. Washington St. Telephone Randolph 5550. Term expires, 1931.

ARTHUR B. HALL . . . LaGrange

Residence, 133 S. Spring Ave. Telephone, LaGrange 507. Chicago Address,
407 S. Dearborn St. Telephone Harrison 2241. Term expires 1930.

LEONARD H. VAUGHAN . . . Western Springs

Residence, Central Avenue. Telephone, Western Springs 805. Chicago Address,
10 W. Randolph Street. Telephone, Central 1883. Term expires, 1930.

JOSEPH M. PRATT . . . LaGrange

Residence, 109 S. Waiola Ave. Telephone, LaGrange 207. Chicago address,
First National Building, Room 500. Telephone, Randolph 0820. Term expires
1931.

WALTER S. LACHER . . . LaGrange

Residence, 440 N. Spring Avenue. Telephone, LaGrange 4357. Chicago
address, 608 S. Dearborn Street. Telephone Randolph 0794. Term expires
1932.

STANDING COMMITTEES

TEACHERS AND COURSE OF STUDY

Mr. A. B. Hall, Chairman
Mr. W. S. Lacher

FINANCE AND INSURANCE

Mr. L. H. Vaughan, Chairman
Mr. A. B. Hall

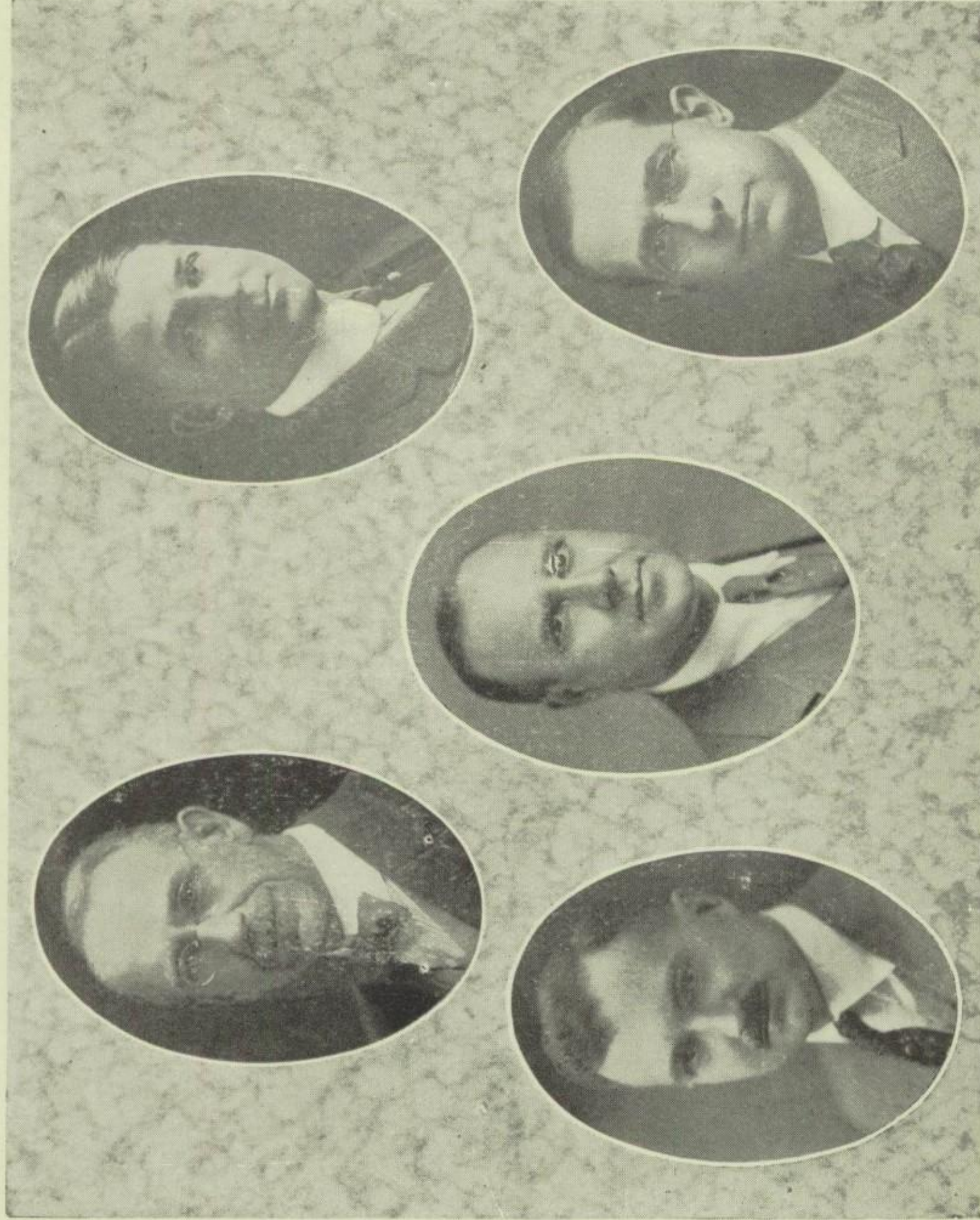
BUILDING AND GROUNDS

Mr. J. M. Pratt, Chairman
Mr. L. H. Vaughan

JUNIOR COLLEGE DEPARTMENT

Mr. W. S. Lacher, Chairman
Mr. J. M. Pratt

Regular Board Meetings on the second Wednesday of each
month at 7:30 P. M.



BOARD OF EDUCATION

R. C. FLETCHER

A. B. HALL

J. M. PRATT

LEONARD H. VAUGHAN

WALTER S. LACHER

FACULTY

GEORGE WALTER WILLET PRINCIPAL

A. B. Des Moines. A. M. University of Iowa.
Ph. D. University of Chicago.

B. E. GORDON ASSISTANT PRINCIPAL AND DRAFTING

Ph. B. University of Chicago. University of Kansas.
LL. B. Kent School of Law.

DOROTHY J. BANKS DEAN OF GIRLS

A. B. University of Iowa. University of Chicago.

CHARLES F. VAN CLEVE DEAN OF JUNIOR COLLEGE — RHETORIC

A. B. Ohio Wesleyan. A. M. University of Chicago.

IRMA MARGARET BARNES SPANISH

A. B. University of Illinois.
University of Chicago.

KATE LOUISE BROWN SEWING

B. S. Lincoln College. B. E. Columbia College of Expression.
Columbia University.

AGNES CARNEY ENGLISH

A. B. University of Iowa. A. M. University of Chicago.

EFFIE CASE COLLEGE AND HIGH SCHOOL LATIN

A. B. University of Wisconsin. A. M. University of Wisconsin.

B. F. CLARKE MATHEMATICS AND BOOKKEEPING

A. B. University of Minnesota.
University of Chicago.

AILEEN C. DAUGHERTY

ENGLISH

A. B. University of Chicago.

S. L. DAVIS

SCIENCE

S. B. University of Chicago.

RONALD DEABLER

AMERICAN HISTORY

A. B. North Central College.

CLARENCE DISSINGER

MUSIC

A. B. North Central College. B. M. Bush Conservatory.
M. A. Columbia.

GRACE DOHERTY

ENGLISH

A. B. Earlham College. University of Chicago.

MINNIE B. ESTLE

ALGEBRA

Ph. B. Des Moines. University of Chicago.

EMILY ETHELL

LIBRARIAN

A. B. Colorado College. S. B. Simmons College.

MARCELLA GEDONS

ENGLISH

Ph. B. University of Chicago.

ARTHUR S. GIDDINGS

ENGLISH

A. B. University of Minnesota

GLADYS GILLILAND

ALGEBRA

A. B. Muskingum. A. M. Northwestern University.

CLARK GREEN

SCIENCE

A. B. Illinois Wesleyan University.
University of Illinois.
University of Chicago.

HENRY L. HALLAM
MANUAL TRAINING

Stout Institute. Michigan Agricultural College.

GORDON H. HELM
PHYSICAL TRAINING

A. B. Wabash College.

ROSS HOLT
COLLEGE HISTORY

A. B. Western Illinois Teachers' College. A. M. University of Illinois.

RUSSELL S. HOWARD
COLLEGE PHYSICS AND CHEMISTRY

B. S. University of Illinois. M. S. Rensselaer
University of Wisconsin.

LAURA FRANCES HUNTER
FRENCH

A. B. Beaver College. Columbia University. (Leave of Absence.)

ALTA JACOBSEN
HISTORY AND CIVICS

A. B. University of Wisconsin. A. M. University of Chicago.

MAURINE KIMBALL
LATIN

A. B. Northwestern University. University of Wisconsin.

A. Q. LARSON
COMMERCIAL BRANCHES

A. B. University of Iowa. University of Wisconsin.

LEAH MAGEE
COMMERCIAL

A. B. Northwestern University. Gregg School.

RUTH McCUSKER
ENGLISH

A. B. Eureka. A. M. University of Wisconsin.

ALICE McKINNEY
DOMESTIC SCIENCE

S. B. Iowa State College.

EDITH B. MURPHEY
ART AND COMMERCIAL

Denison University. Macomb Normal.
Ph. B. University of Chicago.

WALTER L. PAYNE
STUDY RESEARCH
A. B. and A. M. University of Illinois.

JOHN W. PAYNE
HISTORY
A. B. University of Illinois.
A. M. University of Chicago.

ELIZABETH RINEHART
ALGEBRA AND PHYSICAL TRAINING
A. B. University of Illinois.

WILLIAM H. RUNYON
HISTORY
A. B. and A. M. Princeton University.

DOROTHEA E. SCHULZ
GERMAN AND FRENCH
A. B. University of Pennsylvania.

R. FOSTER SCOTT
CIVICS AND ENGLISH
A. B. DePauw University.

EDWIN STANLEY SEDER
PIPE ORGAN
Fellow American Guild of Organists.

KATE W. SMITH
ENGLISH
A. B. Mt. Holyoke College. University of Chicago.
Columbia. (Leave of Absence.)

BEATRICE STANTON
LATIN
A. B. University of Michigan.

OLIVER C. STENGER
PHYSICAL DIRECTOR
A. B. North Central College.

ELLEN T. SULLIVAN
COLLEGE BOTANY AND ZOOLOGY
A. B. Cornell University. A. M. University of Wisconsin.

A. W. SUTER
STUDY HALL
A. B. and A. M. Defiance College. M. S. Michigan.

CATHARINE THOMPSON
PHYSICAL TRAINING
S. B. University of Illinois.

LULA B. THOMPSON
LATIN AND MATHEMATICS
A. B. Oberlin College.

ALICE THOMSEN
COMMERCIAL
B. C. S. University of Iowa. University of Illinois.

J. F. TOWELL
MATHEMATICS
B. S. Kansas State Teachers College. A. M. University of Chicago.

HILL WARREN
COLLEGE MATHEMATICS
A. B. and A. M. University of Illinois. University of Chicago.

MARY ELLEN WARRINER
COLLEGE FRENCH
A. B. University of Michigan. A. M. Columbia.

GENEVIEVE WAGNER
COOKING AND CAFETERIA
B. S. Iowa State College

ELINOR WIDNER
ENGLISH
A. B. Grinnell College. Columbia.

HOWARD YEAROUS
MATHEMATICS
A. B. Des Moines. A. M. Columbia.

ALBERT W. YOUNGBLOOD
ALGEBRA AND DRAMATICS
A. B. University of Indiana.
University of Chicago.

MARIAN D. HOMER
KATHERINE R. HUME
OFFICE

H. C. GRIFFIN

Engineer

Financial Statement

Lyons Township High School

For the Year Ending June 30, 1929

Expenditures authorized by the Board of Education during the period July 1, 1928, to June 30, 1929, and the corresponding figures for the year 1927-1928.

Acct No.

42 GENERAL CONTROL:

	1927-1928		1928-1929
School Board and Business Office	\$ 4,879.28	\$	\$ 7,381.10

43 INSTRUCTION:

Teachers and Principal	112,215.00		123,379.00
Pensions	620.00		630.00
Text Books, Stationery and Class Room Supplies	2,970.17		3,073.16
Tuition for Transferred Pupils	1,480.00	117,285.17	1,060.00
			128,142.16

44 OPERATING PLANT:

Janitors, Engineer and Lunch Room Manager	11,821.00		14,125.50
Fuel	4,208.43		5,655.27
Water	292.18		582.28
Light and Power..	3,866.09		4,916.72
Janitor's Supplies, Telephone, Laundry, Piano, Rent, etc.	1,782.47		3,556.16
Gas and Ice	308.88	22,279.05	293.88
			29,129.81

45 MAINTENANCE OF PLANT:

Repairs, Replacements, and Insurance		5,744.23		10,268.11
Library	552.35		612.01	
Promotion of Health	149.70		600.60	
Transportation of Pupils	2,160.20		2,605.60	
Vacation School			75.00	
Lunch Room				
Miscellaneous	*515.81	3,378.06	**1,136.40	5,029.61
		\$153,565.79		\$179,950.79

*Refund on Locker Keys \$300.00

Refund on Science Dept. \$115.00

**Refund on Locker Keys \$300.00

Organ Instructor \$375

Assemblies \$223.89

48 CAPITAL OUTLAY:

New Building	\$308,174.26		\$101,810.03	
New Equipment ..	7,135.96		28,315.65	
Interest on Account of Building..	13,826.01	329,136.23	21,989.14	152,114.82
		\$482,702.02		\$332,065.61

FINANCE COMMITTEE'S REPORT ON RECEIPTS AND DISBURSEMENTS FOR THE SCHOOL YEAR 1928 - 1929

RECEIPTS	Educational Fund	Building Fund	Total
Cash Balance, July 1, 1928.....	\$117,399.40	\$101,531.74*	\$ 15,867.66
Balance 1927 Taxes	33,461.38	14,340.59	47,801.87
1928 Taxes received prior to July 1, 1929 (Anticipation warrants)	172,075.47	67,924.53	240,000.00
Miscellaneous accounts	5,108.04		5,108.04
Interest from County Collector.....		314.95	314.95
Donation Grand Lodge.....		3,000.00	3,000.00
Tuition	160.00		160.00
Totals	\$328,204.29	\$ 15,951.67*	\$312,252.62

DISBURSEMENTS			
Teachers' Warrants	\$100,299.00		\$100,299.00
General Warrants	54,183.89		54,183.89
New Building		102,325.66	102,325.66
New Equipment		29,210.99	29,210.99
Interest on account of building....		21,989.14	21,989.14
Totals	\$154,482.89	\$153,525.79	\$308,008.68
Cash balance	173,721.40	169,477.46*	4,243.94
Totals	\$328,204.29	\$ 15,951.67*	\$312,252.62

*Deficit			
Outstanding indebtedness—			
Bonds outstanding			\$350,000.00
Floating indebtedness on account of building.			
Teachers' Warrants		\$134,406.00	
Anticipation warrants on building		6,568.48	140,974.48
Total			\$490,974.48

RESOURCES FOR YEAR 1929 - 1930	
Cash on Hand July 1, 1929.....	\$ 4,243.94
1928 Taxes	15,000.00
1929 Tax Levy	
Education	220,000.00
Building	82,500.00
Total	\$321,743.94

Respectfully Submitted,

LEONARD H. VAUGHAN,
ARTHUR B. HALL,

Finance Committee.

Report of the President

TO THE CITIZENS OF HIGH SCHOOL DISTRICT NO. 204 AND THE PATRONS OF LYONS TOWNSHIP HIGH SCHOOL

A year has passed since our new building extension has been put into service. Its need had been apparent for a long time and its use has amply justified the judicious and careful planning of its designers.

We think we have a beautiful school that will worthily endure the test of time. It has been said that "the test of time is perhaps the most genuine and severe critic of the beauty of a building and still, when it is honestly builded and sincerely loved and cared for by those who use it, it can mellow and soften to a beauty that can be acquired in no other manner. When the sun and rains of many seasons have made their onslaught on the sturdy brickwork and enriched its color, and the clinging ivy has rounded its sharper lines, and the feet of many students have worn its pavements, then it will come into a glory it cannot possess while new, for it will have lived."

The participation of the community in the enjoyment of its use has been most gratifying. The bonds between school and town have been further strengthened—if that were possible—and our people have taken full advantage of the frequent opportunities offered to enjoy the talent of the world in music, pictures and discourse.

The student body has been particularly benefited and the many additional activities have further exemplified the school motto "Vita Plena." The full but well ordered school life is the end desired for your youth and will best prepare them to function creditably in the contacts of later life.

The splendid and effective cooperation of the entire faculty along these lines is evidence—if such were necessary—of the high character of its personnel.

The Board of Education has instituted during the past year two things which will, as time passes, add still more to the strength and character of the faculty. First, it has been made contractually obligatory for each teacher to do a certain amount of advanced study during stated periods in approved institutions of higher learning and, second, it has been made possible, on certain conditions, for teachers to spend a sabbatical year in study.

The rebuilding of the athletic field is in progress and it

is expected that the new football gridiron will be in use during the coming season. The new tennis courts are in full use and demand, and the new baseball diamond and cinder track will be completed for use in 1930.

For some years the subject of graduate high school or junior college work has been thought of and discussed by many in our community and at various times has been considered by the Board but postponed to a more auspicious time. The Board, believing that such a time has come, has decided to inaugurate junior college work in September, 1929.

The physical facilities are now at hand thus solving a very important part of the problem. The need of a junior college has been accentuated by increasing immaturity of high school graduates and the crowded conditions at most colleges.

These considerations have caused uneasiness of mind in many parents for many students needed better attention than could be had. Not infrequently an under-developed sense of due balance between curricular, extra-curricular and non-curricular activities in a large college leads to disaster on the shoal of conditions or the reef of failure, which many times is irretrievable and humiliating.

A means of obviating such a result is a definite benefit to the cause of higher education and we feel that the junior college is such a means because instruction will be much more personal, extra-curricular activities will be much less extensive and home influence will be exerted.

It occasionally happens that ambitious students are debarred from formal higher education by the stress of family circumstances. While scholarships and loan funds mitigate this condition to some extent yet there still have been some whose ambitions have been disappointed. To these in our district the junior college will be a help.

The college is starting with a larger enrollment than was anticipated and with happy auguries of success. The faculty is earnest and well qualified, the material equipment is adequate and will be augmented from time to time, and the surroundings are conducive to good work. However, let us not forget that the achievements of its students will be the measure of the success of the college.

Reference to the report of the finance committee will show that the revenue has been administered with due regard to the conditions involved. It is worthy of note that, during this time of uncertainty for all public activities whose functioning depends on revenue derived from taxes, the Board has had the fullest cooperation of the banking interests of LaGrange. They have placed civic welfare first and deserve the gratitude of the citizens.

ROBERT C. FLETCHER,
President.

Report of the Principal

The school year, 1928-1929, has been characterized by the reorganization of the school for the utilization of the new plant and equipment. Few pupils or patrons of the institution have even a vague idea of the magnitude of the plant or of its cash value. The Board of Education, early in the year, authorized an inventory of the insurable property of the district. The Lloyd Thomas Company furnished an itemized appraisal of the building and contents which indicated an insurable value of \$1,033,191.29. This figure of course does not include estimate of the value of the land which belongs to the district. It is, therefore, fitting to state that Lyons Township High School is housed in a million dollar plant.

Prior to the opening of the current school year, no place was available for assembling the students as a group. The new auditorium has served this purpose admirably. Student assemblies have been held either weekly or bi-weekly throughout the year. Only entertainments of worth have been scheduled for such occasions, on the theory that time is too valuable to be wasted. The opening of the auditorium gave opportunity to the school for cooperation with other educational groups of the community. Such local groups as the La Grange American Legion, the La Grange Woman's Club, the Suburban Orchestral Association, and the Western Springs Music Club have furnished the public entertainments of high order. The high school cooperated with these organizations by accepting the programs as high school extension work and accordingly charging only nominal rental for the building.

The following was the program of the American Legion Sunday Evening Club:

Oct. 28, Edgar A. Guest

Oriental Quartet

Nov. 4, Albert Hassel, Aviator; Paul V. McNutt, National Commander American Legion

Vocal Solo

Nov. 11, Josephus Daniels, Former Secretary of the Navy.

Legion Quartet

Nov. 18, Rt. Rev. E. V. Shayler, D. D., Bishop of Nebraska

Welsh Choir

Nov. 25, Little Symphony Orchestra, Chicago.

Dec. 2, Fielding H. Yost, Athletic Director, University of Michigan

Oriental Quartet

Dec. 9, Frank J. Loesch, Assistant State's Attorney, Cook County

Du Moulin Trio

Dec. 16, Rev. John Timothy Stone

Mixed Quartette

Dec. 23, Fiske University Glee Club

Dec. 30, Thomas Skeyhill

Grace Church Choir

Jan. 6, Rev. Clinton Wunder, Pastor, First Baptist Church, Rochester, N. Y.

Violin and Piano

Jan. 13, Mendelssohn Club, Chicago

Jan. 20, Sir Cecil Roberts, British Writer

Oriental Quartet

Jan. 27, Capt. Donald McMillan, Explorer and Scientist

Feb. 3, E. H. Sothern

Feb. 10, Maj. Geo. L. Berry, President International Printing Pressmen

High School Orchestra and Glee Club

Feb. 17, Kedroff Quartet

Feb. 24, Rabbi Louis L. Mann, Sinai Temple, Chicago

Swedish Glee Club

March 3, Capt. Carl Von Hoffman, African Traveler

March 10, Capt. Irving O'Hay

La Grange Woman's Club Chorus

No comment is necessary on such a program. The Suburban Orchestral Association brought the Chicago Symphony Orchestra of ninety-seven pieces with Frederick Stock as conductor to the high school auditorium for three afternoon concerts. This is the first occasion that the full orchestra has played in suburban territory. The Lake Shore Teachers' Association was held in La Grange on April 22nd. Approximately 2,800 persons were in attendance. Prior to the opening of the new building, La Grange was never able to entertain any educational group.

The auditorium has been a busy place during the year. A rough count reveals the fact that the total attendance on functions, school and otherwise, has been more than 110,000. Pipe organ lessons have been given under the direction of Edwin Stanley Seder. Practices for dramatics, musicals and other types of entertainment have occupied many hours. In fact the auditorium and the adjoining Community Room have been in use fully as extensively as any other portion of the building. At this point, I wish to digress to thank the class of 1927 for the Baldwin grand piano and the class of 1928 for the chimes clock and floor lamp which were presented

to the school for the Community Room. The social program of the year has amply justified the expansion of these portions of the plant. Likewise the physical training and athletic programs have justified the new gymnasium. It is indeed interesting to know that the district basketball tournament has been awarded to La Grange for the past two years and that the gate-receipts for the 1929 tournament amounted to \$3,640.50 and was second to Joliet in the state. The new suite of offices has made possible, adequate and private contacts with pupils and patrons. The commodious corridors and classrooms have relieved congestion. Few institutions enjoy such spacious quarters and such artistic surroundings.

In our forward look, looms the junior college with all its possibilities for service to the youth of our district. This new department of Lyons Township High School was established under a Board resolution which specifically declared that the junior college should be so established that North Central Association standards would be met. In accordance with this resolution, the teachers employed for the new department, hold master's degrees in the field of their specialization; classes are being limited to thirty students; the teaching schedules are on university bases; and an experienced dean has been employed. These conditions and a fine preliminary registration indicate a successful initiatory year.

On the recommendation of the teachers' committee, the following two resolutions were accepted by the Board of Education to become effective as indicated in the resolutions:

"Resolved, that hereafter each and every teacher on the payroll of Lyons Township High School be required annually to submit credentials as evidence of the completion of at least two minors (U. of C.) of advanced work in some approved field of some approved institution of higher learning within each three year period dating from the close of school in June, 1929, and furthermore, that such work be taken as regular classroom activity, not as correspondence work. Travel or any lecture course for which no credit toward a degree is given shall not be considered as meeting these requirements."

"Be it resolved, that any teacher who has been employed in Lyons Township High School in a teaching or administrative capacity for a period of at least seven years, may ask for a sabbatical year for purposes of study leading toward a higher degree. If such sabbatical year be granted and work approved by the Board of Education, be undertaken and completed to the extent of fifteen hours per week or its equivalent, a salary of \$100 per month shall be paid the individual for each month of study completed as herein set forth provided however that no salary shall be payable for the months of July and August and further on condition that the said individual enter upon a contract to return to Lyons Township

High School for a period of at least two years immediately following the completion of the sabbatical year. The salary for such sabbatical year may be paid in ten regular monthly payments during the sabbatical year, under which condition the said individual shall give two notes for \$500.00 each without interest payable three years from date, one note providing that it shall be cancelled without payment and returned to the teacher at the end of the first year of teaching subsequent to said sabbatical year if completed in accordance with aforesaid contract, and the second note to be cancelled in like manner at the end of the second year of teaching subsequent to said sabbatical year, or said \$1,000.00 may at the option of the teacher be paid in twenty installments as a monthly bonus during the two years of service following the return of the teacher to the faculty of its school."

The results from the resolutions are already evident. Two teachers have already arranged for sabbatical leave in 1929-1930 and applications are in for ensuing years. The matter of keeping up to date on new developments in one's field necessitates occasional return to some institution of higher education where advanced study is featured.

In retrospect, we see a year of expansion especially in activities programs and in the enjoyment of educational advantages which only such a plant as that of the new Lyons Township High School affords. In prospect, we vision years of expansion and opportunities attendant upon a six year curriculum, adequate buildings and athletic fields, a faculty with even better training than that of the faculty of the past, and further cooperation with other welfare organizations of the community.

Sincerely yours,
G. W. WILLETT.

Aids to Effective Study

In order to study efficiently it is first necessary to provide a physical environment which will not interfere with a student's work. It is difficult to study in a room which is not warm, well lighted and well ventilated. Home study should be done in a room where there are no other persons or disturbing noises.

Although all study problems cannot be solved in the same way, the following directions should be found useful as a general guide to the task of studying:

1. Each student should make it a point to form a definite daily schedule of plans for his work and should assign a regular time and place for the study of each subject. Then, when a certain time of day arrives, he will be ready to apply himself promptly to studying and will not be in danger of getting behind in his work. The entire universe operates "on schedule" and a student's first duty is to be on time. He should always accomplish his work on time.

2. It is a good plan to study an assignment as quickly as possible after it is made. For example, if the student's first class in the morning is mathematics and he has the second period free for study then he should study mathematics during the second period while the work of the previous period is fresh in his mind. The lesson should be briefly reviewed before the student goes to class. If the worker waits to study a lesson just before going to class he may have difficulty in remembering what he has studied or he may have failed to allot sufficient time for the study of that lesson and as a result ineffective work may be done.

3. Much time will be saved if plans are made to have everything ready for effective study and continuous work before studying begins. The student should have texts, reference books and all study material accessible so that when he is ready for work he may begin with a rush. He should waste no time in getting started. He should begin studying with a determination that he will keep his mind on the task he is to do, that he will work hard and that he will finish his task as quickly as possible.

4. The student should not ask for assistance until it is absolutely necessary and then he should secure help from

a competent authority. It is the working out of his own problems that prepares his mind for the harder tasks which are to follow. If he gives up easily or asks for help every time difficulties arise he will not be prepared to do the more advanced work because he has not trained his mind to accomplish hard tasks. A strong will power is a pre-requisite to success in any work, so the student should keep at his work no matter how difficult it may be. It will not be enough merely to understand another person's solution to the problems for that does not train the student's mental powers for working out his own solutions.

5. In general it is a good policy first to read rapidly over the assignment as a whole, keeping in mind the nature of the work to be done with the material assigned. Then the assignment should be carefully studied the second time and the essential details should be obtained at this reading. A third reading should clear up any difficult points involved. In studying, a student should constantly be on the lookout for study helps which the author has purposely included such as chapter headings, paragraph topics, leading phrases, clauses or sentences such as "therefore," "as a result," "the cause of ——" "the effect of this was——," etc. Usually, the author's main statement is the first or last sentence of a paragraph, the intervening sentences being placed there merely to explain the leading sentence or statement.

6. After the lesson has been studied a written summary of what has been learned may be prepared in a notebook used for that purpose. The author's vocabulary should not be used in this summary but each division of the outline should be stated as a complete sentence in the student's own language. Then, when a review of the entire unit is desired, the main points will be in a complete, but simplified form which will facilitate a complete understanding and mastery of the unit.

7. If there are items which the student is unable to understand he should check them for the purpose of asking the instructor for additional information which will be helpful in understanding the work. It is a worthwhile practice to plan to ask the instructor at least one intelligent question on each assignment.

To accomplish anything worth while in this world it is necessary to work hard. If accurate and efficient work is done each day the work will become gradually easier because the student will have a better understanding of what he is trying to accomplish. Above all he should not give up. No one ever accomplished his work by "giving up" in his efforts. Students, resolve right now that you will work harder than you have ever worked before. Say to yourselves, "John and Mary seem to be getting along nicely and I can do the work if they can. Anyway, I'll do my very best every day."

Summer School

The fourteenth summer session of the high school began June 17th and closed July 26th.

The total enrollment was 120, of whom 67 were boys and 53 girls. Ten of the 120 came from neighboring high schools. Thirty were freshmen, 41 sophomores, 40 juniors and 9 seniors during the last regular school year. Four were completing their last credits for graduation. Four who were already graduates were completing the necessary credits for college entrance. One was meeting the entrance requirements of one of the colleges at the University of Illinois, another was meeting those of the Morton Junior College, and the other two those of the local junior college.

The faculty was the same as in the summer of 1928. Miss Ruth McCusker taught the courses in English; the Medieval and Modern History was taught by John W. Payne; Ancient History, Economics and Sociology were taught by Walter L. Payne; and J. F. Towell taught the courses in Mathematics. Miss Cecelia Listing served as the secretary of the session.

This was the first summer in which Economics and Sociology have been taught. They proved to be very satisfactory and will likely to be repeated next summer.

It is interesting to note that the number of boys enrolled has exceeded that of the girls. Thirteen of the 120 students have been on the Honor Roll during the regular year. Fourteen were classed as accelerated. Twenty-one had successfully carried five subjects during the regular year.

The following tabulation shows the enrollment by departments and the number who pursued advanced and review courses:

Department	Semester Courses	Advanced Courses	Review Courses
English	53	22	31
Mathematics	32	13	19
History	114	104	10
	199	139	60

Respectfully submitted,

J. F. TOWELL,
Director of Summer School.

Finances of High School Organizations

During the fiscal year, June 30, 1928—June 30, 1929 the general treasurer has cared for \$28,271.77. Total expenditures have been \$24,715.11 leaving a balance of \$3,566.66. Late collections total \$577.21. During the year the Bookstore Account was withdrawn and the Faculty Sinking Fund was added. The Home Economics Club Account takes the place of Home Economics Account. Report on the twenty-six accounts follows:

	Receipts	Expend.	Balances	Deficits
The Alumni Fund	\$ 910.62	\$ 909.00	\$ 1.62	
The Music Account	949.76	581.05	368.71	
The Philomathean Acc't....	24.14		24.14	
Ye Candie Shoppe Acc't....	5,752.25	5,668.33	83.92	
The Class of 1928 Acc't....	181.96	172.05	9.91	
The Faculty Sinking Fund	47.82		47.82	
The Class of 1929 Acc't....	4,781.73	4,671.39	110.34	
The Class of 1930 Acc't....	1,295.05	1,256.04	39.01	
The Class of 1931 Acc't....	361.51	213.32	148.19	
The Forum Account	2.75		2.75	
The All Arts Club	1,002.38	783.10	219.28	
The Lion Account	2,318.17	2,818.22		500.05
Scholarship Fund, O. E. O.	828.04	226.74	601.30	
The Athletic Asso. Acc't..	5,636.33	5,372.45	263.88	
The Spanish Club Acc't	32.43	23.28	14.15	
The Literary Contest Fund	5.91		5.91	
The General Fund	225.21	162.10	63.11	
The Summer School Acc't	2,499.40	1,423.40	1,076.00	
The Hotchkiss Tennis Fund	85.28	9.50	75.78	
Home Economics Club Ac.	35.05	46.10		11.05
The Dramatic Club Acc't....	33.94	9.56	24.38	
The Library Fund	845.22	326.28	518.94	
The Girls' Club Acc't	392.42	43.20	349.22	
The Cash Fund				
The Swimming Fund	9.40		9.40	
Notes Receivable	10.00		10.00	
	\$28,271.77	\$24,715.11	\$ 4,067.76	\$ 511.10
	24,715.11		511.10	
	\$ 3,556.66		\$ 3,556.66	
Bank Statement, June 30		Check balance		\$2,973.13
1929	\$3,190.92	June interest		6.32
Vouchers not returned.....	211.47			
Balance in bank.....	2,979.45			2,979.45
Balance on hand	577.21			577.21
	\$3,556.66			\$3,556.66

June 30, 1929.

Respectfully submitted,
CLARK GREEN
General Treasurer

Book Store Report

Statement of Profit and Loss For the Year Ending June 30, 1929.

Sales for the year		\$13,483.77
1928 Inventory	\$ 3,756.19	
Merchandise Purchases	10,340.88	
	\$14,097.07	
1929 Inventory	\$ 4,273.70	
Cost of Goods Sold		\$ 9,823.37
Merchandise Profit		3,660.40
Interest Received		28.91
Gross Profit		3,689.31
Expenses		747.81
Net Profit		\$ 2,941.50
Appropriations:		
Assemblies	\$ 200.00	
Debating Team	19.48	
General Treasurer's Salary	250.00	
Administration	2.50	
Library	1,048.28	
Activities	50.00	1,570.26
		1,371.24
Library Refunds		55.27
Added to Net Worth June 30		\$ 1,426.51

Balance Sheet June 30, 1929

Assets	Liabilities
Cash in Bank and on Hand	Accounts Payable None
Accounts Receivable 690.39	1928 Worth \$5,848.20
Notes Receivable 100.00	Added 1929 1,426.51
Furniture and Fixtures.... 100.00	
1929 Inventory 4,273.70	Present Worth 7,274.71
	\$7,274.71
\$7,274.71	

Respectfully submitted,

J. F. TOWELL, Manager.

Contagious Diseases

The following excerpts from the Illinois State Laws regarding contagion and its control are given for the information and guidance of the students.

CHICKEN POX:

Incubation Period—10 to 18 days.

Quarantine case—7 days, and until all scabs have disappeared.

Quarantine of contacts—susceptible for 18 days. Immunes need not be quarantined.

Exclusion from school—case, at least 7 days and until all scabs have disappeared.

Contacts—18 days, except immunes.

DIPHTHERIA:

Incubation period—2 to 7 days.

Quarantine of case—minimum of 16 days or until 3 negative nose and throat cultures are obtained.

Quarantine of contacts—If removed from premises, 1 week, or until 3 negative cultures are obtained.

Exclusion from school—case, 1 week following termination of quarantine.

Contacts, same as with quarantine.

MEASLES:

Incubation period—About 14 days.

Quarantine case—Until five days after appearance of rash, and thereafter until the cough, nasal discharge, etc. have disappeared.

Quarantine of contact—Susceptibles for 16 days from last exposure.

Exclusion from school—Case, until cough and secretions from nose and throat have ceased.

Contacts—As for quarantine.

GERMAN MEASLES:

Incubation period—10 to 21 days.

Quarantine of case—8 days from onset.

Quarantine of contacts—no restriction.

Exclusion from school—case, 8 days from onset.

Contacts—Susceptibles for 21 days.

MUMPS:

Incubation period—Usually 18 to 21 days—4 to 21 days rarely.

Quarantine case—7 days from onset and until the swelling is gone.

Quarantine of contacts—no quarantine.

Exclusion from school—case, 7 days from onset, and until all swelling is gone.

Contacts—none.

SCARLET FEVER

Incubation period—1 to 7 days, usually 2 to 4 days.
Quarantine of case—4 weeks minimum, and until nose, ear and throat secretions have stopped.

Quarantine of contacts—If remain on premises, until quarantine is lifted—If susceptible, quarantine 1 week in new quarters. Immunes leaving premises need not be quarantined. The Dick test is recognized as a sign of immunity.

Exclusion from school—cases, at least 5 weeks, and until all discharges cease.

Contacts—as above.

SMALL POX:

Incubation period—10 to 21 days, usually 12 to 14 days.

Quarantine of case—Minimum of 21 days, and thereafter until the skin is smooth.

Quarantine of contacts—for 16 days, unless they can prove a previous small pox, or vaccination within 5 years. Released 3 days after a successful vaccination.

Exclusion from school—case, as for quarantine.

Contacts—as for quarantine.

WHOOPIING COUGH:

Incubation period—2 to 10 days.

Quarantine case—3 weeks after the characteristic “whoop” or until 1 week after the cough has disappeared.

Quarantine of contacts—Susceptibles for 10 days from exposure, and extended if any cough develops.

Exclusion from school—case, as for quarantine.

Contacts—susceptibles for 10 days.

Immunes need not be excluded if they have no contact with patient.

INFLUENZA:

Incubation period—2 to 4 days.

Quarantine of case—Until temperature has been normal 5 days.

Quarantine of contacts—None required if patient is isolated, and no contact.

Exclusion from school—case, as above.

Contacts—Other members of household until the quarantine is lifted.

PNEUMONIA:

Incubation period—2 to 3 days usually.

Quarantine of case—until 2 weeks after normal temperature is reached, or until cultures show the absence of the causative organisms.

Quarantine of contacts—none required if precautions as to isolation of patient are observed.

Exclusion from school—case, until full recovery.

Contacts—none, if patient is properly isolated.

Compiled by Robert W. Edwards, M. D.

Prizes and Awards

The school has established a chapter of the National Honor Society for secondary schools. Membership in this organization is limited to members of the Senior class whose marks for scholarship place them in the upper one-fourth of the class. Character, service to the school and leadership must also be considered in the choosing of members. A council composed of six persons of the faculty by a five-sixths vote elects seniors to membership under the above conditions. See the commencement program for the names of members of the class of 1929.

By action of the Board, a system of honor awards for scholarship has been established. Scholarship is the primary purpose for which schools exist and it is fitting that excellence in scholarship should be rewarded. Herewith are given the regulations relative to the awards:

1. The honor roll for any six weeks' period shall include all persons who are maintaining an average of 90% or better in four or more subjects.
2. Each pupil who in any year maintains an average of 90% or more in four or more subjects for one-half or more of the six periods shall be awarded an old gold "L" on a blue field. (Celluloid.)
3. Each pupil who maintains such record for any two years will be awarded a $\frac{3}{8}$ inch block bronze "L".
4. Each pupil who maintains such record for three years shall be awarded a $\frac{3}{8}$ inch block silver "L".
5. Each pupil who maintains such record for all four years shall be awarded a $\frac{3}{8}$ inch block gold "L" as the highest award which the school can grant.
6. The first three awards shall be awarded at some special assembly during the last two weeks of each school year.
7. The gold awards shall be publicly presented on commencement night, following the granting of diplomas.
8. In case any pupil completes the four year course of the high school in three years and maintains the average for the three years, he or she shall be awarded both silver and gold awards in the last year.
9. No person shall be permitted to wear an honor "L" who

has not earned it. If anyone is found wearing an "L" which he or she has not earned, the "L" will be taken up and will not be returned to the original owner. Faculty and students alike are entrusted with the matter of seeing that only those who have earned an "L" shall wear it.

10. All honor "L's" are the personal property of the pupil to whom awarded.

SENIORS

1928-1929

GOLD

Eleanor Bales
 Gertrude Clark
 Katherine Denning
 Eugene Gessler
 Archie Hubbard
 Virginia Hunter
 Colene Irwin
 Jane Jordan
 Ruth Lockwood
 Wilma Jean Maggee
 Warren Prentiss
 Winifred Rollin
 Nell Sheehan
 Mary Soper
 Willard Thompson
 Marian Warner
 Llewellyn Williams.
 Dorothy Woods

SILVER

Antoinette Cronk
 Ruth Curtis

SILVER

John Ackerman
 Evelyn Christian
 Marjorie Dexter
 Mary Eilert
 Elizabeth Fouch
 Dorothy Gamble
 Freda Gessler
 Lucille Grossarth
 Eleanor Hixson
 Yvonne Kimball
 Mary Sencebaugh
 Philip Sperry
 Florence Thacher

Mary Dugan
 Virginia Gage
 Nellie Gray
 Anne Hammons
 Albion Hargrave
 Helen Meyer
 Barbara Moyer
 Jule Porter
 Adelaide Schulstad
 Ann Van De Castele

BRONZE

James Croft
 John McConaughy
 Mary Newell
 Eleanor Poole
 Ruth Rossbach

FIRST

Earl Morris
 Dale Sotek
 Rudolph Stolfa

JUNIORS**BRONZE**

Ellen Carr
 Helen Eiserman
 William Gatenby
 Leo Gilleran
 Constance Glorieux
 Barbara Hall
 Willa Larsen
 Dorothy Lew
 Eleanor Litsey
 Margaret Pennington
 Anita Speer
 William Titus
 Joseph Trotter

Edmund Rossbach
Harry Brown
Helen Melville

FIRST

Kathryn Becker
Harry Brown
Mary Brown

Dorothy Crook
Martha Fryer
Helen Hoyt
Florence Hoyte
Carolyn Hutchinson
Isabelle Kennedy
June Stubbs

SOPHOMORE

BRONZE

Eunice Aubinger
Philip Ault
Betty Collins
Lorraine Deke
Dorothy Fisher
Irene Fremer
Lyman Gray
William Hastings
Orville Hessler
Marie Hixson
Doris Horn
Archie Jenkinson
Wayne Johnson
Lucile Jost
Eleanor Kluzak
Bernice Lew
Eleanor Matousek
Jean Melville
Isabelle Mulligan
Marguerite Payne
Bernice Patterson
Elynor Paulsen

Doretta Schad
Grace Simons
Laura Smith
June Trotter
Baker Twyman
Ross Wilkey
Charles Wilson
Ivy Fiala

FIRST

Ruth Bollnow
Charles Borden
William Cervený
Catherine Cooke
Anna Glovatsky
Leona Glovatsky
Zolita Holt
Dayton Nordin
George Pratt
Eleanor Robertson
Betty Salveson
Jane Ward

FRESHMEN

Anne Badger
Florence Becker
Thomas Board
Florence Bonnell
Jay Duncanson
Ethel May Dunlap
Victor Ellis
George Erbeck
Irene Ford
Janet Giovannoni
Janet Greenlee
Joel Hadley
Herbert Hancox
Eleanor Hedges
Jane Hoffman

Olive Johnson
Jean Kelso
Helen Keough
Elsie Kohlstrom
Naomi Kolanchick
James Lange
Eleanor Lapham
Virginia Luse
Blanche Maas
Thomas Maggee
John Mead
Mildred Montgomery
Hazel Lewbrie
Jane Olson
Dorothy Oswald

Eugenia Person
Helen Pikas
Anna Podmajersky
Parmly Pritchard
Christine Rosenstone
Willis Schaefer
Beatrice Smith
Margaret Soltow
Myron Stevens
Jerome Stulik

Mark Stupp
Frances Symmes
Elsie Thompson
Ruth Turek
Gager Vaughan
Hilda Warner
Eleanor Williamson
Carolyn Winkelman
Gertrude Winslow

The Stenger Medal for all-round athletic participation was awarded to Billy Allen.

The Vaughan Medal for football was awarded to Mark Swanson.

The following people received letters for Debate and Oratory:

(a) Oratory:

Howard Stone, winner of L. T. H. S. Contest out of 11 entries, and representative of L. T. H. S. in Union League Contest at Marshall High School.

(b) Debate:

John McConaughy, 3 debates and captain of the affirmative team.

Winifred Rollin, 3 debates and captain of the negative team.

Russell Hall, 3 debates.

Annis Meade, 3 debates.

David Brown, 2 debates.

Charles Smith, 2 debates.

Hershel Edwards, 1 debate

Dr. A. M. Harvey has established a scholarship to Knox College which will pay \$50 to the individual to whom the school awards it. The pupil who is to receive the first refusal of the prize is that member of the four year Latin course who has the highest scholastic standing. Dr. Harvey also makes the request that the recipient shall not be a member of a high school fraternity or sorority.

In our estimation, Dr. Harvey has done a worthwhile thing in establishing such a scholarship. It seems quite probable that there are alumni of other institutions who could aid both their alma mater and worthy high school graduates by establishing such scholarships. Dr. Harvey was intending to make a donation to his alma mater and thought it well to aid deserving students as well and especially to aid those whom he might know personally. Cannot others follow his example?

General Information

LOCATION

The Lyons Township High School is located at LaGrange, Illinois, a Chicago suburb with a population of about 10,000 people. It is fourteen miles southwest of Chicago on the Burlington Railroad. It is also reached by electric lines. It is an ideal town, having beautiful shady streets and well kept lawns. LaGrange is a particularly desirable location for those who have children to educate, as it has an exceptionally good school system. See page 2 for map which gives the boundaries of the district.

ENROLLMENT

The principal will be in his office in the High School building during the week prior to the opening of school on September ninth between the hours of 2:00 and 4:00 P. M. Parents and students are cordially invited to call or telephone the office about school matters. The telephone number is LaGrange 458. Students who have not enrolled or who are transferring from other schools should enroll during this week. Work begins promptly at 8:30 A. M. on September 9th, and regular classes are held throughout the day. Pupils who have not been enrolled prior to that date will have to wait until their cases can be considered by the Principal. Register in advance and avoid any such delays. Bring credentials with you, if possible.

SCHOOL HOURS

The school day opens at 8:30 A. M. and closes at 3:00 P. M. The cafeteria serves lunch between 11:30 and 12:00. The building is open from 7:00 A. M. until 4:30 P. M. for those who desire to work at the building.

COLLEGE AND UNIVERSITY RECOGNITION

The Lyons Township High School is a member of the North Central Association of Colleges and Secondary Schools. Graduates are admitted without examination to the Freshman classes of the colleges and universities of the Association providing specified courses have been elected while in high school. Students should check their courses with the admission requirement of the institution which they expect to enter. The high school has on file at the office, catalogues of leading higher institutions. The public is invited to call and examine the same. Students may check out catalogues at any time by

seeing the office secretary. The principal will be pleased to explain any difficult passages in catalogues. The school has been placed on the accredited list of several eastern colleges and universities. The school cannot be held responsible for choosing the courses which will admit pupils to any college or any course given by a college. The authorities will be pleased to cooperate with pupils and patrons in such matters on all occasions.

INFORMATION FOR FRESHMAN STUDENTS

Regular attendance and promptness are the first essentials of a good student. If a pupil is not regular in attendance, he soon loses interest and quite often drops out of school before the end of the year. Tardiness in the morning and to classes is very seldom necessary and should be avoided. As a general thing the better students are never absent or tardy. If a student is late to school or to class without a good excuse he is requested to stay for one hour after school. Three minutes are given between the exchange of classes which allows ample time for a pupil to go from one classroom to another in an orderly way. Running in the halls is forbidden.

In case a boy is absent from school on account of illness or for other reasons he must call at the office between 8 and 8:30 o'clock in the morning to obtain his admittance card and class cards. The girls obtain their admittance cards and class cards at the office of the Dean of Girls at the same time. Pupils are not permitted to re-enter classes unless they have these cards. The instructor signs the admittance card and the pupil leaves the card with the last teacher he has during the day. This card must also be presented at the assembly room in order to be admitted.

The school grants four classes of makeup grades after a pupil has been absent. One hundred per cent is allowed when the pupil has been absent on account of school activities. One hundred per cent is also allowed when absence occurs on account of death in the immediate family. Eighty-five per cent is granted in case of illness or anything that is excusable provided a phone call is made before the student returns to school. If the phone call is not made but a written excuse is presented from the proper party upon the student's return,

75 per cent is allowed. Zero makeup is given if the pupil does not present a sufficient excuse. Zero makeup is also given if the student leaves school without permission. Approximately 3 per cent on a six weeks' mark will be deducted each day a student is absent when a zero makeup is given.

After a student has returned to school, he is not permitted to leave the building, except at the lunch hour. The lunch period is from 11:30 to 12 o'clock. There are several places set aside for the students to eat their lunch. These places are the lunchroom, the girls' gymnasium, and Williams Hall. Pupils are not permitted to eat in the classrooms and in the halls. Containers are placed in different parts of the building and on the school grounds and pupils are requested to put lunch paper, scrap paper and refuse in these containers. Pupils in school should learn to respect school property. It should not be necessary to tell pupils that the tops of the desks and the walls of the building should not be marred. Books are not to be taken from the library without the consent of the librarian. Library books should receive the best of care when in the possession of the student.

All the recitation rooms are numbered. The rooms on the first floor are numbered from 1 to 15. The rooms on the second floor are numbered 100 to 119, and on the third floor, 200 to 215. The music room, Manual Training room, girls' gymnasium, the boys' gymnasium, and the cafeteria are located in the basement. The boys' lockers are located in the basement and on the second floor. The girls' lockers are located on the first floor and the third floor. As far as it is possible to do so each student will be given a separate locker for the use of his wraps and books. Nothing is to be left on top of the lockers.

A student upon the assignment of a locker is asked to make a deposit of 25 cents for a key, which will be refunded at the end of the year if the key is returned. Boys and girls are assigned lockers in the gymnasium also for the purpose of taking care of their gym clothes. In case a student forgets his locker key, he may have his locker unlocked by calling at the office between 8 and 8:30 o'clock in the morning. Students are responsible for marred lockers and broken locks.

If a student wishes to be excused from the study hall or

a class room, he must obtain a white slip, signed by the teacher in charge. A yellow slip is issued to a student desiring to make up back work at his vacant periods. It should be signed first by the teacher in whose class the work is to be made up.

Report cards are given out three times during each semester or after each six weeks' period. These cards are to be taken home and signed by one of the parents and returned the day after they are given out. It is important that a student takes part in some extra-curricular activities. However, two extra-curricular activities should be enough for a beginning student. The girls may belong to the Bird and Flower Club, Girls' Athletic Association, O. E. O. or Girls' Honor Society, Scribblers' Club, Philo Club, Home Economics Club, Drama Club and the Wood Craft Club. The boys may take part in football, basketball, baseball, track, cross-country, tennis and golf. These activities are under the supervision of the athletic coaches and every freshman boy has a chance to take part in these sports. Other organizations which freshmen boys may belong to are the Forum, Aviation Club, and the Hi-Y Club. The KYC or Know-Your-Self-Club is a boys' organization and freshmen boys are eligible to membership. The "L" Club is an organization composed of boys who have won their major L and have been voted into the club by the members.

CREDITS AND CLASSIFICATION

A credit is given to a student in subjects requiring preparation outside of this class and requiring recitation five times per week during the school year. In all subjects a grade of 75% must be obtained or no credit will be given. Half credits are given for subjects completed in one semester. When a subject continues through the year, a pupil is in most cases required to take the full year's work in order to receive credit.

During each semester three estimates of the results of the work of each pupil in each subject are determined, and from these estimates the mark for the semester is usually obtained by ascertaining the average shown by the three estimates.

Students are classified according to the credits received as follows: All students having less than 3 credits are classified as freshmen; from 3 to 7 credits, as sophomores; from 7 to 11 credits, as juniors; and 11 or more credits, as seniors. How-

ever, the school is most interested in the fact that 16 credits are needed for graduation and does not emphasize the differentiation between classes.

SCHOOL REPORTS

The estimate of each pupil's work is regularly made at the end of each period of six weeks. This report is delivered to the pupil to be presented by him to his parent or guardian for inspection and signature.

At the close of each semester the report given will indicate the class standing, and may indicate the final semester mark. Special reports will be sent upon request of the parent or at such times as the principal may deem them advisable.

STUDENT ORGANIZATIONS

Among organizations maintained by the students are the following: The Boys' Band, The Orchestra, The Boys' Glee Club, The Girls' Glee Club, The Forum, The Philomathean Literary Society, The Athletic Association, The Honor Society, The Boys' Club, Hi Y, Older Girls' Conference, French Club, Spanish Club, Math Club, Know Yourself Club, etc.

The "Lion," a newspaper, is also edited and supported by the students. The senior class publishes each year, an Annual called "El Tee Hi Tabulae."

REQUIREMENTS FOR ADMISSION

Pupils residing in Lyons Township High School District are admitted to the high school in September upon presentation of a certificate of graduation from a regular eight years' course in a grammar school. This certificate should be accompanied by a record of the work done during the last year in the preparatory school.

Certificates from schools outside of Lyons Township High School District will be accepted when such schools are sufficiently organized to warrant recognition.

Pupils who transfer from other high schools should present a full statement of the work done, including evidence of the time devoted to each subject, the work covered, and the standing obtained.

REQUIREMENTS FOR GRADUATION

A diploma is given when sixteen credits have been obtained. No pupil will be graduated who has not been one year in residence and such year must be the senior year. Three years of English, one of Algebra, one of American History, one semester of General Science and one semester of Elementary Civics are required for graduation. Physical Training for four years and Music for one year are likewise required though no credit is given toward graduation. In addition to these requirements pupils are advised to take three years' work in one of the following groups: Mathematics, History, Science, Foreign Language, Manual Training, Domestic Science, or Commercial subjects.

When Latin, French, German or Spanish is elected, the pupil is expected to do at least two years of work in the language chosen unless he has already completed two years' work in another foreign language.

The work offered by the school will enable anyone who selects the proper subjects, to enter any college or university either by certificate or by examination. The pupil who does not intend to go to college may select his subjects with a view to his future needs. Consult the Principal on such selection. If there is a possibility that a pupil may go to college, election of subjects should be made to meet the requirements of the chosen institution. Colleges usually require as admission credits: Three or four years of English, two or two and one-half years of Mathematics, one year of History, one year of Science, and two or more years of Foreign Language. Consult the catalogues in the Principal's office for specific requirements.

Course of Study

First Semester

Second Semester

FIRST YEAR

Required

English I
Algebra I
General Science
Gymnasium
(2 periods per week)
Music
(1 period per week)

Elective

Latin I
Manual Training I
Cooking I
Sewing I
Art
Ancient History
Violin
Orchestra
Band
Commercial Arithmetic

Required

English I
Algebra I
Civics
Gymnasium
(2 periods per week)
Music
(1 period per week)

Elective

Latin I
Manual Training I
Cooking I
Sewing I
Art
Ancient History
Violin
Orchestra
Band

SECOND YEAR

Required

English II
Gymnasium
(2 periods per week)

Elective

Plane Geometry
Botany
Zoology
Caesar
French
Spanish
Ancient History
Manual Training
Mechanical Drawing
Bookkeeping
Cooking
Sewing
Art

Required

English II
Gymnasium
(2 periods per week)

Elective

Plane Geometry
Botany
Zoology
Caesar
French
Spanish
Ancient History
Manual Training
Mechanical Drawing
Bookkeeping
Cooking
Sewing
Art
Art Appreciation

Violin
Orchestra
Band

Violin
Orchestra
Band

THIRD YEAR

Required

Physical Training
(2 periods per week)

Elective

English Grammar
Cicero
Modern History
Adv. Algebra
Chemistry
Manual Training
Mechanical Drawing
Art
Spanish
French
Accounting
Shorthand
Typewriting
Violin
Orchestra
Economics
Journalism
German

Required

Physical Training
(2 periods per week)

Elective

American Literature
Cicero
Modern History
Chemistry
Solid Geometry
Manual Training
Mechanical Drawing
Art
Spanish
French
Accounting
Shorthand
Typewriting
Violin
Orchestra
Sociology
Journalism
German

FOURTH YEAR

Required

English Literature
American History
Physical Training
(2 periods per week)

Elective

Vergil
Physics
Commercial Law
Shorthand
Typewriting
Violin
Orchestra
Pipe Organ

Required

English Literature
American History
Physical Training
(2 periods per week)

Elective

Vergil
Physics
Commercial Geography
Shorthand
Typewriting
Violin
Orchestra
Office Practice
Pipe Organ

Note—1. The administration reserves the right to discontinue, without notice, any course when it appears that conditions do not warrant the further retention of the same.
2. The administration reserves the right to determine whether or not any individual pupil shall be permitted to elect any particular subject.

The Junior College

At the regular meeting of the Board of Education in December (1928) Principal Willett brought up the matter of a junior college as a possible department of the school. The matter was investigated during the months of December, January and February. At the regular meeting on March 11, 1929, the following resolution was offered and passed:

"Resolved that, beginning with the scholastic year commencing in September, 1929, the curriculum of Lyons Township High School, District No. 204, be extended to include the 13th and 14th grades, the character of work in these grades to be such that full credit for said work will be allowed therefor by the member colleges of the North Central Association of Colleges and Secondary Schools."

Principal Willett was instructed to prepare and publish materials preliminary to enrolling students for the work of a Freshman College class and he and the Teachers' Committee were instructed to employ teachers with the qualifications requisite to meet North Central standards.

The following prospectus was issued for the guidance of students and others:

On September 9, 1929 the Lyons Township High School will offer work of the thirteenth year or Freshman year of Junior College. Such work will be limited to the Liberal Arts or Literature and Science field for the first year at least. The plan is to follow the work of this first year with regular work of the fourteenth year or Sophomore Junior College year in 1930.

The work as it is to be established, is intended to meet all requirements set for Junior Colleges by the University of Illinois and the North Central Association of Colleges and Secondary Schools. In accordance with these regulations the following conditions will be met:

- (1) Each member of the faculty will hold at least a Master's degree in the field in which he or she teaches.
- (2) Teachers will teach fifteen to eighteen hours per week.

- (3) Pupils will carry a normal load of fifteen to seventeen hours of work weekly including three hours of English and one hour of physical training.
- (4) No regular class shall have more than thirty pupils enrolled.
- (5) A Dean of the Junior College will give special attention to articulating the work of departments with that of the universities and to advising each student as to proper work to follow in order to enter desired courses in higher institutions.
- (6) A full-time Dean of Girls will do personnel work with girls of both the high school and Junior College.
- (7) The Junior College will have its own extra-curricular activities organized with competent faculty advisers.

Classes will be maintained during the first year in such of the following subjects as are justified by the number enrolling for the same. (Rhetoric and Composition will be required of all students).

Rhetoric	3 Hours
French I	4 Hours
French II (College)	4 Hours
Latin V	4 Hours
History—English	3 Hours
History—Modern	3 Hours
Trigonometry and Col. Alg.	5 Hours
Higher Algebra	5 Hours
Botany	4 Hours
Zoology	4 Hours
Chemistry	4 Hours
Analytical Geometry	5 Hours

There is little variation in the work of the Freshman year in the several courses offered in universities. At the time of registration, students will be advised as to what subjects are especially applicable to the courses they wish to follow. Hence, it is important that students so far as possible have in mind what types of courses and what particular institution they expect to enter following the completion of their junior college work.

The regulations of the Board covering the matter of fees

and tuition are as follows:

There will be a matriculation fee of five dollars payable at the time of first registration by each entering student. Fees covering actual cost of materials will be paid in science subjects. A tuition charge of twenty-five dollars (\$25.00) per semester payable before entering any class at the opening of a semester is established for students who are residents of the district. A tuition charge of one hundred dollars (\$100.00) per semester payable before entering any class is established for any student who is a non-resident of the district.

ADMISSION REQUIREMENTS

No student will be admitted who has not graduated from an accredited high school. To be admitted as a regularly classified student, pupils will need to have fifteen acceptable credits and to meet approximately the entrance requirements of the University of Illinois which are approximately as follows:

LIST A	Required of all	Units
English	(Composition and literature)	3
Algebra		1
Plane Geometry		1
LIST B	General Electives	Possible credits by Units
Latin		1-4
Greek		1-4
French		1-4
Spanish		1-4
Italian		1-3
English	(4th unit)	1
Advanced Algebra		1½-1
LIST B	General Electives	Possible credits by Units
Solid Geometry		1½
Trigonometry		1½
Ancient History		1
Modern History		1
English History		1½-1
American History		1½-1
Civics		1½-1
Economics		1½-1
Commercial Geography		1½-1

Physiography	1½-1
Physiology	1½-1
Zoology	1½-1
Botany	1½-1
Physics	1-2
Chemistry	1-2

LIST C Special Electives

Only four units may be chosen from this group

Astronomy	½
Geology	½-1
Agriculture	1-3
Bookkeeping	1-(2)
Business Law	½
Commercial Arithmetic	½
Domestic Science	1-3
Drawing, Art and Design	1-(3)
Drawing, Mechanical	½-(3)
Manual Training	1-2
Foreign Language (other than those of List B)	1-2
General Science	½-1
Music	1-(3)
Shorthand and Typewriting	1-2
Typewriting	(½)-1

Projected registration of high school graduates and present seniors will be held during the two weeks, April 22 to May 4. It will be well to register early in this period as some classes in which there will be only one section may be closed because of maximum enrollment in the same. Any one who is unable to register between the hours of 8:00 A. M. and 4:00 P. M. on regular school days should phone La Grange 458 for an appointment.

Early registration evidenced the need for instructors in the following subjects: Rhetoric, French I, French II, Latin V, Modern History, English History, College Algebra, Trigonometry, Chemistry I, Chemistry II, Botany, and Zoology.

Teachers accordingly were chosen as follows:

Dean of the College, and Rhetoric

Charles F. Van Cleve

A. B. Ohio Wesleyan, A. M. Chicago

Mathematics

Hill Warren

A. B. and A. M. Illinois

Latin

Effie Case

A. B. and A. M. Wisconsin

French

Mary Ellen Warriner

A. B. Michigan, A. M. Columbia

History

Ross Holt

A. B. Illinois State Teachers, A. M. Illinois

Chemistry

Russell Howard

A. B. Illinois, A. M. Rensselaer

Biology

Ellen T. Sullivan

A. B. Cornell, A. M. Wisconsin

Prospectus of Courses

LATIN

I. This course is designed to give the pupils a thorough knowledge of Latin forms and of the simpler principles of syntax. It includes the translation of easy sentences from Latin into English and English into Latin. Attention is given to the derivation of English words from the Latin and to the relation of Latin to modern life in general.

Text Book: Elementary Latin—Francois

CAESAR

II. In the second year a review is given of the forms and principles of syntax studied during the first year. Scudder's Second Latin is studied the remainder of the year. This text features the basis for a thorough drill in Latin forms, word formation and principles of syntax. It also gives a knowledge of Roman life through interesting material for translation from Latin to English, thus preparing for the translation of two books of Caesar's Commentaries on the Gallic Wars. About one-fifth of the time is given to Latin prose composition. A portion of each recitation is devoted to drill on the vocabulary list of the College Entrance Examination Board which is printed on Pages 491-505 of Scudder's Second Latin.

Text Books: Second Latin—Scudder

My Progress Book in Latin, No. 2—
Messenger

III. The class reads six orations and several letters of Cicero, giving due attention to the study of Roman customs and institutions. A portion of the time is devoted to sight translation of Latin stories and plays. Work in Latin composition is continued. The vocabulary drill covers pages 87-104 of Arms' Latin Dictionary.

Text Books: Cicero's Orations and Letters—Johnston
and Kingery.

Latin Grammar—Bennett.

Latin Composition—Allen and Phillips.

Latin Dictionary—Arms.

IV. In this course the class reads five books of Vergil's Aeneid and the selections from Ovid recommended by the Commission on College Entrance Requirements. Due attention is given to scansion and literary criticism. Pages 104-121 of

Arms' Latin Dictionary are used as a basis for vocabulary drill.

Text Books: Vergil's Aeneid with Ovid, Revised Edition—Knapp.

Latin Dictionary—Arms.

Latin Grammar—Bennett.

FRENCH

The aim of the French course, as presented in our high school, is fourfold: a general knowledge of the life and thought of the nation which speaks the language; a good reading knowledge; a reasonably good accent; a solid grammatical foundation. The direct method of teaching is used, modified by the judgment of the instructor to meet various requirements.

Bovee's "Premiere Annee de Francais" is the text used in French I with "Pas a Pas" as a supplementary text.

The first month of the second year is devoted to rapid reading, frequently at sight and usually a play. Bovee's "Deuxieme Annee de Francais" completes the first semester. A French Silent Reader by Greenberg is used for the remainder of the second year as a class text and "La Tulipe Noire" is required for outside reading.

Texts for the third year are varied, including "Jean Val Jean," Hugo, edited by de Sauze, "Mon Oncle Flo," Theuriet. Eight hundred pages of outside reading of varied types are required and here as in French II the reports are written on Boyd's "Questionnaire de Lectures Francaises."

Throughout the entire course dictations occur frequently. Daily conversation drill is featured to increase the student's oral vocabulary.

SPANISH I

Text Books:

Brief Spanish Grammar—M. A. DeVitis.

Beginner's Spanish Reader—L. A. Wilkins.

The 57 lessons of the grammar are covered. They include a study of all the fundamental principles of Spanish grammar.

The study of the reader is designed to enlarge the voca-

bulary, to give practice in the application of rules, to develop some ability in conversation and to acquaint the student with Spain and Spanish America. Occasionally short scenes are presented in the class room.

SPANISH II

Text Books: New First Spanish Book (Wilkins)

New Second Spanish Book (Wilkins)

The aim of the Spanish course is to give the pupils a thorough knowledge of the fundamental principles of Spanish grammar along with suitable reading material designed to enlarge the vocabulary, to develop some ability in conversation and to acquaint them with Spain and Spanish America.

Approximately 150 pages of outside reading are required in second year Spanish.

ENGLISH I

SEMESTER I

To help establish correct habits in English usage, we give many opportunities to write. We try to interest pupils in writing so that they may get fun out of this form of self expression. To those who need special practice, we give repeated drills in the mechanics of writing; to those who are excused from the drills, we suggest special reading and writing projects.

September

1. Three short papers. Sentence structure receives especial attention.
2. Reading tests. (The results should help the teacher to give the pupil intelligent advice about his reading for credit.)
3. "Literature and Living" may be used for a week.

October

1. Two longer papers, an autobiographical paper and a paper written after an investigation about some civic or community subject. The primary emphasis is still on sentences.
2. Review uses of capitals.

November

1. Conversations and discussions.
2. The writing of conversations, including practice in using the question mark and in setting off the name of the person addressed.
3. For some pupils, the writing of dialogues and plays.
4. "Everyday Manners" may be used a week.

December

1. Much practice in writing apostrophes, both in possessive forms and in contractions.
2. Any other usage points that need attention.
3. For some pupils, the writing of stories.
4. "Literature and Living" may be used a week.

January

1. Letter writing.
2. Paper giving the results of an investigation about some college or other institution the pupil thinks he might like to attend.
3. Planning a travel route.
4. Review drills and tests.

During this semester, the pupil should, if possible, finish the required reading for the year, gaining twenty credit points.

SEMESTER II. Literature.

Ivanhoe; Silas Marner; Julius Caesar, narrative poems, short stories, plays, and essays from "Introductory Studies in Literature."

ENGLISH II

The composition work includes a study of effective sentence structure, frequent drills for accuracy in punctuation and in spelling, and some practice in organizing themes and building up good paragraphs. Themes at least once a week are required.

One project each semester gives the pupil an opportunity to follow his individual interests and to work on his initiative. We have used, for the first semester, the making of a newspaper, and, for the second, the study of some vocation.

The literature read in class includes Stevenson's "Travels with a Donkey," a Shakespearean play, Dickens' "Tale of Two Cities," Tennyson's "Idylls of the King," Law's "Modern Essays and Stories," and Mikel's "Short Stories."

Outside reading counting twenty points and including at least one biography is required.

A suggestive outline of the work by months follows:

September

- I. Get acquainted talks, illustrated by post cards, pictures or drawings.
- II. Review of minimum essential for preceding years. Exercises in punctuation.
- III. The Newspaper.
 1. Study of the structure of news stories, and of the making of a newspaper.
 2. Practice in writing news stories and editorials.
 3. Each pupil makes a newspaper containing at least four departments. The importance of careful proof-reading is emphasized.

October

- I. Reading of Stevenson's "Travels with a Donkey," noting Stevenson's use of slight material.
Notebook work:
 1. Map of France with itinerary.
 2. Humorous references to Modestine.
 3. Examples of interesting phrasing.
 4. Nautical language.
 5. Nature's moving pictures.
 6. Some sentences that could be quoted apart from context.
 7. Some passages that reveal the personality of the author.
- II. Dictation drills to prevent recurrence of any errors that have appeared in newspapers written during preceding month.

November

- I. Preparation of a long theme, after collecting material, organizing it, and making outline. Suggested subjects:
Sleeping Sack Experiences.
Inns of Southern France.
Stevenson's Interests.
People Stevenson met on his Travels.
- II. Ten points in book report credits should be earned by this time.

December

- I. Practice in reading and acting "The Merchant of Venice" and in making oral and written paraphrases of some speeches.
- II. Memorizing of lines.
- III. Notebook work:
 1. Outline of play showing contribution of each scene to main action of play.
 2. Paper on one character from play.

January

- I. Study of magazines and reading of magazine articles.
- II. The making of a class magazine, each pupil being responsible for at least one article.
- III. Accuracy Tests.

February

- "Tale of Two Cities."
- I. Rapid reading.
 - II. Study of significance of chapter headings, and of Dickens' use of irony, metaphor, repetition and contrast.
 - III. Study of background, plot and characters.

March

- "Modern Essays and Stories."
- I. Class discussions.
Practice in writing, following suggestions of text.

April

- I. Mikel's "Short Stories."
- II. Study of Vocations.
 - A. Readings from "Joy in Work," "Americans All," etc., noting vocations that form background of stories.
 - B. Collection of material for paper on some vocation.
 - C. Report of personal interview with some one engaged in chosen vocation.
 - D. Writing of paper.

1. History of vocation.
2. Demand for this kind of work.
 - a. at home—abroad.
 - b. in country—in city.
3. Training and qualifications needed in profession:
 - a. Education.
 - b. Health.
 - c. Traits of character.
4. How profession pays.
 - a. in personal satisfaction.
 - b. in service to others.
5. The careers of some men or women who have made this profession famous.

May

“Idylls of the King”

1. Visualizing pictures, finding color, and noting passages where the sound of the words suggests the sense.
2. Memorizing.
3. Practice in writing poetic quotations correctly.
4. Quotations illustrating figurative and poetic language.

June

- I. Minimum essentials for English II.
- II. Reviews.

ENGLISH III.

First Semester

The work of the first semester is largely devoted to an intensive study of grammar, with these aims in view:

(1) A knowledge of the basic structure of the language, including both the ability to recognize readily the parts of speech in their more complicated forms, and a thorough understanding of the fundamental relationships existing between the parts of speech.

(2) The development of the pupil's powers of expression,

oral and written, through his increasing familiarity with the more difficult constructions.

(3) A continuous practice in the organization of ideas, so that the pupil may learn to speak and write with greater clearness and definiteness.

In connection with the work in grammar, emphasis is laid on the principles of organization. To this end an equivalent of at least one day a week is devoted to the study of the speeches of outstanding American orators, and to debates or assigned floor talks on subjects of general interest to the class. In this way the pupils come in contact with the most logical presentation of ideas, and receive training in assembling material and organizing it for its most effective use.

During the semester the pupil carries on a reading project, using at first some book of travel or biography, or some other non-fiction book that gives book-report credit. With this book as a basis, he reads as widely as possible on the subject of the book, makes a bibliography of his readings, and finally prepares a paper based on his readings.

Second Semester

During the latter half of the year, a survey is made of American literature, from Colonial times to the present.

The method employed is chiefly chronological, for background purposes, coupled with a study of types of literature as representative of particular periods, as well as reflective of the life of the times. Thus, for example, diaries, journals, and chronicles of various sorts comprise the major literary expression of the colonial period; political satires and ballads are the outstanding literary productions of Revolutionary times; the American essay is connected with the Concord group of the earlier nineteenth century.

The American novel is studied principally in connection with the required outside reading. Each pupil is asked to read one novel from the works of the early nineteenth century writers, as Cooper and Hawthorne; one from the latter nineteenth century, such as Clemens or Howells; and one from the twentieth century (Deland, Cather, Ferber, etc.).

Some consideration is given to the earlier magazines, notably the North American Review and the Atlantic Monthly,

and to the men of literary distinction who edited or contributed to them.

The short story is also made the subject of separate study, as America's most distinctive contribution to literature.

Authors of the highest literary attainment, as Poe, Irving, Hawthorne, Longfellow, and others, are studied as individuals rather than as representatives of a particular period or type of literature.

In this way the approach to American literature is made from three angles, according to chronology, to type, and to the individual writer. Some attention is also given to geographical groupings, especially with regard to the New England, New York, and Southern writers.

In general, the purpose of the survey of American literature is to acquaint the pupil, as widely as possible, with the best in his native literature; to give him a background knowledge of American life and tradition which will help him to understand his own times; and to stimulate in him a desire to read with discrimination.

PUBLICATIONS

The high school sponsors two student publications: the *Lion*, a four page newspaper; and the *Tabulae*, the senior annual.

The *Lion* is published each week throughout the year by a class in journalism, open to juniors and seniors. A year's credit in English is given for the course.

The class assumes full responsibility, both financial and editorial, for the *Lion*. The paper is financed through subscriptions, advertising, and the revenues from one large entertainment each year.

The members of the class choose the editors from their own number, and themselves gather and write the news, prepare the headlines, correct proofs, arrange the dummy, and supervise the assembling of the paper. They also solicit the advertising and collect advertising copy, attend to the mailing of monthly statements, and of exchange and advertising copies of the paper, and distribute the papers to its subscribers.

Three days a week are ordinarily devoted to the work

of getting out the Lion; the remaining two days usually are given over to theoretical study of some aspect of newspaper work, or to drill on some particular phase of writing.

The course is not intended as a vocational preparation, although it may serve to interest some students in journalism as a profession. The primary purpose of the class is to provide an efficient means for publishing the school paper, and to give students who like to write, a chance to do work of direct interest to themselves.

The Tabulae is an extra-curricular activity of the senior class. A committee, composed of the principal, the senior class sponsors, and the two teachers who supervise the publication of the book, make recommendations for the positions of editor-in-chief and associate editors, on the basis of which the senior class elects students to these places on the staff. The editors, in conference with the class sponsors and the advisors, select the remaining staff members.

The book is financed by means of subscriptions, class dues, the profit from the school candy store, which is managed by seniors, and the proceeds from class plays.

The staff, with the supervision of a faculty advisor, collects and prepares all the material for the Tabulae. The illustrations are made by senior students, under the direction of the head of the art department.

The purpose of the annual is to commemorate each graduating class, to give a permanent record of this school's activities throughout the year, and to foster interest in school achievements.

ENGLISH IV.

Through the course in English IV we aim to present some of the famous writings in English literature, to improve the pupil's taste in reading, to encourage reading in untried fields, to give remedial treatment for faults in composition, and to lead the pupil to write clearly and in some cases interestingly. Exercises in the mechanics of writing occupy the first few minutes of each period. Practice in writing and in organizing material is given at frequent intervals throughout the year.

The readings may be grouped somewhat as follows:

I. Early narratives:

1. Hero stories of all countries.

2. "Beowulf"
 3. Chaucer's "Canterbury Tales."
 4. Ballads.
- II. Plays:
1. Everyman.
 2. Selections from "Dr. Faustus."
 3. "Macbeth."
 4. Other Shakespearean plays.
 5. Plays of Goldsmith and Sheridan.
 6. Plays of the present day.
- III. Literature produced under the following influences:
1. Monastic life.
 2. Norman conquest.
 3. Renaissance.
 4. French influence.
 5. Classicism.
 6. Romanticism.
 7. Spirit of reform or moral earnestness.
- IV. Essays and biography, including selections from Steele, Addison, Lamb, Boswell, Macaulay, Carlyle, Newman, Ruskin, and Stevenson, essays in current magazines, and essays found in many collections of modern essays.
- V. Famous English novels.
- VI. Poetry.
1. Elizabethan lyrics and Milton's minor poems.
 2. Burns, Wordsworth, and the Lake poets.
 3. Byron, Shelley, and Keats.
 4. Tennyson and Browning.
 5. Present day writers.

Pupils read outside the class period at least three famous English novels as well as some plays and at least one hundred pages of essays. Most written work is done in class.

During the year the forms of verse (epic, lyric, sonnet, Spenserian stanza, etc.) are taught, as well as the development of our prevailing prose forms, the essay and the novel.

Most of the literature is studied chronologically. The background for a reading, including the personality of the au-

thor and his relation to his time, is sometimes presented by the teacher and sometimes left for pupils to discover in library readings.

At the close of the year pupils group pieces of literature according to prevailing themes and attempt to discover in each case the attitude of the writer toward his theme.

COLLATERAL READING

The following book list is a tentative one.

Pupils differ so widely in their reading abilities that advice about what to read next must be individual. However, as a partial guide to the pupil, numbers have been placed after the books on the fiction list to indicate the years in which those books are often appreciated. In general, American fiction (except that suitable for the first two years) is labeled for the third year and English fiction for the fourth.

Pupils must consult teachers about credit points for reading. Each pupil is required to make at least twenty points each year.

FICTION

Author	Book	Author	Book
Abbott		Ashmun	
Molly-Make-Believe	1,2	Isabel Carleton's Year.....	1,2
Alcott		Atherton	
Little Men.....	1,2	Conqueror	3
Little Women	1,2	Atkinson	
Old Fashioned Girl	1,2	Greyfriar's Bobby.....	1,2
Eight Cousins.....	1,2	Atlantic Monthly	
Aldrich		Atlantic Narrative. 1st and	
Marjorie Daw.....	3	2nd Ser.	
Story of a Bad Boy.....	1,2	Austen	
Allen		Emma	4
Choir Invisible	3	Pride and Prejudice.....	4
Flute and Violin.....	3	Sense and Sensibility.....	4
Kentucky Cardinal.....	3	Austin	
Altsheler		Standish of Standish.....	1,2
Horsemen of the Plains....	1,2	Babcock	
Young Trailers.....	1,2	Soul of Ann Rutledge.....	3
Amicis		Bachelor	
Cuore; a Schoolboy's		Eben Holden.....	3
Journal	1,2	In the Days of Poor Rich-	
Andrews		ard	3
His Soul Goes Marching		Keeping up with Lizzie....	1,2
On	1,2	Man for the Ages.....	3
Perfect Tribute.....	1,2	Bacon	
Arabian Nights	1,2	Smith College Stories.....	1,2,3

Author	Book		Author	Book	
Baker	Shasta of the Wolves.....	1,2	Cervantes	Don Quixote.....	1,2
Bangs	Houseboat on the Styx.....	3	Churchill	Crisis	3
Barbour	Crimson Sweater	1,2		Crossing	3
Barrie	Little Minister.....	1,2		Richard Carvel	3
	Peter and Wendie.....	1,2	Clemens	Adventures of Huckleber-	
	Sentimental Tommy	4		ry Finn	1,2
	Window in Thrums.....	4		Adventures of Tom Saw-	
Bennett	Buried Alive.....	4		yer	1,2
Bennett	Master Skylark	1,2		Connecticut Yankee in	
	Barnaby Lee.....	1,2		King Arthur's Court.....	1,2
Bill	Clutch of the Corsican.....	1,2		Personal Recollections of	
Birmingham	Spanish Gold.....	4		Joan of Arc.....	3
Black	Judith Shakespeare.....	1,2		Prince and the Pauper.....	1,2
Blackmore	Lorna Doone.....	4	Cody	World's Greatest Short	
Boyd	Drums	3		Stories	
Bronte	Jane Eyre.....	4	Collins	Moonstone	4
Brown	Meadow Grass.....	3		Woman in White.....	4
Brown	Rob and his Friends.....	1,2	Connor	Black Rock.....	3
Buchan	Greenmantle	4		Glengarry School Days....	3
Bunner	Short Sixes.....	3		Man From Glengarry.....	3
Bunyan	Pilgrim's Progress.....	1,2		Sky Pilot	3
Burnett	Secret Garden.....	1,2	Conrad	Lord Jim	4
	T. Tembarom.....	1,2		Rover	4
Byrne	Messer Marco Polo.....	3		Typhoon	4
Cable	Old Creole Days.....	3	Cooper	Deerslayer	3
Carroll	Alice's Adventures in			Last of the Mohicans.....	3
	Wonderland	1,2		Pilot	3
Cather	My Antonia	3		Red Rover	3
				Spy	3
			Craik	John Halifax Gentleman....	4
			Crane	Red Badge of Courage.....	1,2
			Crawford	In the Palace of the King	3
				Saracinesca	3
			David	Boy Scout, and other	
				stories for Boys	1,2
				Gallegher, and other stor-	
				ies	1,2
				Soldiers of Fortune.....	3
			Davis, W. S.	Friend of Caesar.....	1,2
				Victor Salamis.....	1,2

Author	Book	Author	Book
Defoe		Ferber	
Robinson Crusoe	1,2	Buttered Side Down.....	3
Deland		Show Boat.....	3
Dr. Lavendar's People.....	3	So Big.....	3
Kays	3	Fisher	
Iron Woman	3	Bent Twig.....	3
Old Chester Tales.....	3	Hillsboro People.....	3
De Morgan		Home Fires in France.....	3
Alice-for-Short	4	Rough Hewn.....	3
Joseph Vance.....	4	Understood Betsy	1,2
Dickens		Ford	
Christmas Stories	1,2	Honorable Peter Sterling..	3
David Copperfield	4	Janice Meredith.....	3
Dombey and Son.....	4	Fox	
Great Expectations	4	Little Shepherd of King-	
Nicholas Nickleby	4	dom Come	3
Old Curiosity Shop.....	4	Trail of the Lonesome	
Oliver Twist.....	1,2	Pine	3
Pickwick Papers.....	4	Frederick	
Dix		In the Valley	3
Merrylips	1,2	Freeman	
Blythe McBride	1,2	New England Nun.....	3
Soldier Rigdale.....	1,2	Portion of Labor	3
Dodge		French, A.	
Hans Brinker	1,2	Story of Rolf and the Vik-	
Doyle		ing's Boy.....	1,2
Adventures of Sherlock		French, H. W.	
Holmes	1,2	Lance of Kanana.....	1,2
Hound of the Baskervilles	1,2	Gale	
White Company.....	1,2	Miss Lulu Bet.....	3
Dumas		Friendship Village.....	3
Black Tulip	1,2	Galsworthy	
Count of Monte Cristo.....	1,2	Freelands	4
Three Musketeers.....	1,2	Garland	
Duncan		Captain of the Grey Horse	
Dr. Luke of the Labrador	3	Troop	
Adventures of Billy Top-		Main Travelled Roads.....	3
sail	1,2	Gaskell	
Ebers		Cranford	4
Egyptian Princess.....	1,2	Goldsmith	
Eggleston		Vicar of Wakefield.....	4
Hoosier School Boy.....	1,2	Man Without a Country....	1,2
Hoosier Schoolmaster.....	1,2	Harrison	
Eliot		Queed	3
Adam Bede.....	4	Harte	
Mill on the Floss.....	4	Luck of Roaring Camp.....	3
Romola	4	Hawes	
Farjeon		Dark Frigate	1,2
Martin Pippin in the Ap-		Wind in the Willows.....	4
ple Orchard	1,2	Gras	
Farnol		Reds of the Midi	
Amateur Gentleman.....	1,2		
Broad Highway	1,2		

Author	Book		Author	Book	
Grenfell			Jessup		
Bright Shawl.....	3		Best American Humorous		
Labrador Days	3		Short Stories		
Hergesheimer			Representative American		
Golden Age	4		Short Stories		
Grahame			Jewett		
Great Quest	1,2		Betty Leicester	1,2	
Hegan			Country of the Pointed		
That Year at Lincoln High	1,2		Firs	3	
Hale			Johnson		
Mutineers	1,2		Stover at Yale.....	1,2,3	
Hawthorne			Varmint	1,2	
House of Seven Gables....	3		Johnston		
Marble Faun	3		1492	3	
Scarlet Letter.....	3		Prisoners of Hope.....	3	
Twice Told Tales.....	3		To Have and to Hold.....	3	
Hemon			Long Roll	3	
Marie Chapdelaine.....	3		Kelly		
Henry			Little Citizens	3	
Four Million	3		Kingsley		
Ransom of Red Chief.....	1,2		Hereward, the Wake.....	4	
Cabbages and Kings.....	3		Westward, Ho!.....	4	
Heydrick			Kipling		
Americans All	1,2		Captains Courageous	1,2	
Heyliger			Day's Work	1,2,4	
High Benton.....	1,2		Jungle Book	1,2	
Hope			Just So Stories.....	1,2	
Prisoner of Zenda.....	1,2		Kim	1,2,4	
Hough			Land and Sea Tales for		
Covered Wagon.....	3		Boys and Girls.....	1,2	
Fifty-four Forty or Fight	3		Light that Failed.....	4	
North of 36	3		Puck of Pook's Hill.....	1,2	
Howells			Knipe		
Rise of Silas Lapham.....	3		Lucky Sixpence	1,2	
Hudson			Lagerlof		
Green Mansions	4		Wonderful Adventures of		
Hughes			Nils	1,2	
Tom Brown's School Days	1,2,4		Lamprey		
Hugo			In the Days of the Guild..	1,2	
Hunchback of Notre Dame	4		Laselle		
Les Miserables	4		Joy in Work	1,2	
Irving, Washington			Short Stories of The New		
Tales of a Traveller			America	1,2,3	
Tales Edited by Van Dor-			Law		
en	3		Modern Short Stories.....	3	
Jackson			Locke		
Ramona	3		Beloved Vagabond	4	
Janier			Septimus	4	
Aztec Treasure-house	3		London		
			Call of the Wild.....	1,2	
			White Fang	1,2	

Author	Book		Author	Book	
Loti	Iceland Fisherman	4	Norris	Mother	1,2
Lytton	Last of the Barons	4	Ollivant	Bob, Son of Battle....	1,2
	Last Days of Pompeii.....	4	Page	In Ole Virginia.....	3
McCarthy	If I were King.....	3		Red Rock.....	3
Major	When Knighthood was in Flower	3	Parker	Right of Way	3
				Seats of the Mighty	3
Malory	Boy's King Arthur.....	1,2	Pier	Boys of St. Timothy's.....	1,2
Marryat	Masterman Ready	1,2	Poe	Tales of Mystery and Im- agination	1,2,3,
	Mr. Midshipman Easy.....	1,2			
Martin	Emmy Lou.....	1,2,3,	Poole	Harbor	3
Masefield	Jim Davis.....	1,2	Porter	Scottish Chiefs.....	1,2
	Martin Hyde	1,2	Pulsford	Old Brig's Cargo	1,2
Maupassant	Odd Number	4	Pyle	Men of Iron.....	1,2
Meigs	Pool of Stars	1,2		Merry Adventures of Robin Hood	1,2
Melville	Moby Dick.....	3		Otto of the Silver Hand....	1,2
	Typee	3		Story of Jack Ballister's Fortunes	1,2
Mikels	Short Stories for English Courses	2		Story of King Arthur and his Knights	1,2
Mitchell	Hugh Wynne, Free Quak- er	3	Quick	Hawkeye	3
				Vandemark's Folly	3
Montgomery	Anne of Green Gables.....	1,2	Reade	Cloister and the Hearth....	4
Morgan, James	The Boy and the Man.....	3	Rice	Mrs. Wiggs of the Cab- bage Patch	1,2
Morley	Haunted Book Shop.....	3	Rinehart	K	3
	Parnassus on Wheels.....	3	Runkle	Helmet of Navarre.....	3
Muir	Stickeen	1,2	Sabatini	Sea-hawk	4
				Scaramouche	4
Munroe	Flamingo Feather.....	1,2	Santee	Men and Horses	1,2
Nordhoff	Pearl Lagoon		Schulz	With the Indians in the Rockies	1,2
Norris	Octopus	3		Lone Bull's Mistake.....	1,2
	Pit	3		Trail of the Spanish Horse	1,2

Author	Book	Author	Book
Scott		Tarkington	
Kenilworth	4	Alice Adams	3
Quentin Durward	4	Gentleman from Indiana..	3
Talisman	4	Magnificent Ambersons....	3
Seaman		Monsieur Beaucaire	3
Jacqueline of the Carrier		Penrod	1,2
Pigeons	1,2	Seventeen	1,2
Seton		Turmoil	3
Biography of a Grizzly....	1,2	Terhune	
Lives of the Hunted.....	1,2	Lad; a Dog	1,2
Trail of the Sand Hill		Thackeray	
Stag	1,2	Rose and the Ring.....	1,2
Wild Animals I Have		Henry Esmond	4
Known	1,2	Vanity Fair	4
Sienkiewicz		Thompson	
Quo Vadis	4	Alice of Old Vincennes....	3
Singmaster		Thompson	
Boy at Gettysburg	1,2	Green Mountain Boys.....	1,2
Emmeline	1,2	Tolstoi	
When Sarrah Saved the		Twenty-three Tales	
Day	1,2	Tomlinson	
Smith		Scouting with Daniel	
Colonel Carter of Carters-		Boone	1,2
ville	3	Vachell	
Caleb West	3	Hill	1,2
Felix O'Day	3	Van Dyke	
The Fortunes of Oliver		Blue Flower	1,2,3
Horn	3	Story of the Other Wise	
Snedeker		Man	1,2,3
Perilous seat	1,2	Verne	
Spartan	1,2	Around the World in	
Spyri		Eighty Days	1,2
Heidi	1,2	Mysterious Island	1,2
Stevenson		Twenty Thousand Lea-	
Black Arrow	1,2,4	gues Under the Sea.....	1,2
David Balfour	1,2	Wallace	
Kidnapped	1,2	Grit A-plenty	1,2
Merry Men and other		Ungava Bob	1,2
Tales	1,2	Wilderness Castaways ...	1,2
New Arabian Nights.....	1,2,4	Wallace	
Treasure Island	1,2	Ben Hur	3
Stockton		Fair God	3
Casting away of Mrs.		Walpole	
Lecks and Mrs. Alshine		Jeremy	4
Lady or the Tiger, and		Green Mirror	4
Other Stories	3	Portrait of a Man With	
Rudder Grange	3	Red Hair	4
Stowe		Young Enchanted	4
Uncle Tom's Cabin	3	Warner	
Sublette		Being a Boy	1,2
Scarlet Cockrell	1,2	Waterloo	
Swift		Story of Ab	1,2
Gulliver's	1,2,4	Webster	
Tarbell		Daddy-Long-Legs	1,2
He Knew Lincoln, and		Dear Enemy	1,2
Other Billy Brown stor-		When Patty Went to Col-	
ies	3	lege	1,2
		Wells	
		Kipps	4
		Westcott	
		David Harum	3

Author	Book	
Weyman	Gentleman of France.....	3
White	Blazed Trail	3
	Gold	3
	Riverman	3
	Rules of the Game	3
Whitehead	Standard Bearer	1,2
Wiggin	Cathedral Courtship	1,2,3
	Mother Carey's Chickens	1,2,3
	New Chronicles of Rebecca	1,2
	Penelope's Progress	1,2
	Polly Oliver's Problem	1,2
	Rebecca of Sunnybrook Farm	1,2
	Timothy's Quest	1,2
Wister	Virginian	3
Wyss	Swiss Family Robinson....	1,2
Young	Adventure in Alaska.....	1,2
Zangwill	Children of the Ghetto	

BIOGRAPHY

Addams	Twenty Years at Hull House
Alcott	Life, Letters and Journals; ed. by Cheney.
Antin	Promised Land
Barrie	Margaret Ogilby
Barnum	Werner.
Barton	Epler. Life of Clara Barton.
Bok	Americanization of Edward Bok. Dutch Boy Fifty Years After.
Bolton	Lives of Girls who Became Famous. Lives of Poor Boys who Became Famous.
Boone	Thwaites. Daniel Boone. White. Daniel Boone, Wilderness Scout.
Burnett	One I Knew Best of All
Carnegie	Autobiography

Author	Book
Clemens	Howells. My Mark Twain. Paine. Boy's Life of Mark Twain.
Cody	Autobiography of Buffalo Bill.
Crockett	Allen. David Crockett, Scout.
Custer	Boots and Saddles
Damrosch	My Musical Life.
Davis	Real Soldiers of Fortune.
De Kruif	Microbe Hunters
Eastman	Indian Boyhood.
Edison	Jones. Thomas Alva Edison. Meadowcroft. Boy's Life of Edison.
Franklin	Autobiography.
Fry	Richards. Elizabeth Fry.
Garland.	Daughter of the Middle Border. Son of the Middle Border. Boy Life on the Prairie.
Grenfell	Adrift on an Ice Pan. Labrador Doctor.
Howells	Boy's Town.
Hudson	Far Away and Long Ago.
Keller	Story of My Life.
Larcom	New England Girlhood.
Lincoln	Charnwood. Abraham Lincoln. Morgan. Abraham Lincoln, Boy and Man. Nicolay. Boy's Life of Abraham Lincoln.
Muir	Story of My Boyhood and Youth.
Nightingale	Richards. Florence Nightingale.
Page	Life and Letters.
Palmer	Life of Alice Freeman Palmer.

Panunzio
Soul of an Immigrant.
Parker
American Idyll.
Pershing
Tomlinson. Story of General
Pershing.
Quick
One Man's Life.
Ravage
America in the Making.
Riis
Making of an American.
Roosevelt
Autobiography.
Letters to his Children.
Hagedorn. Boy's Life of
Theodore Roosevelt.
Shaw
Story of a Pioneer.
Skinner
Footlights and Spotlights.
Stevenson
Overton. Life of Robert
Louis Stevenson.
Washington
Up From Slavery.
Washington
Scudder. George Washington.
Wiggin
My Garden of Memory.

DRAMA

Barrie
Admirable Crichton.
Alice-Sit-by-the-Fire.
Half Hours.
Kiss for Cinderella.
Quality Street.
What Every Woman Knows.
Bennett
E. A., & Knoblauch, E. Mile-
stones.
Cohen
Longer Plays by Modern Au-
thors.
One Act Plays.
Drinkwater
Abraham Lincoln.
Oliver Cromwell
Dunsany
Plays of Gods and Men.
France.
Man Who Married a Dumb
Wife.
Galsworthy
Justice.
Loyalties.
Pigeon.
Silver Box.
Strife.

Gerstengerg
Ten One-act Plays.
Goldsmith
She Stoops to Conquer.
Gregory.
Seven Short Plays.
Housman and Barker.
Prunella.
Howells.
Mouse Trap, and Other Farces
Jerome
Passing of the Third Floor
Back.
Kennedy.
Servant in the House.
Knickerbocker
Plays for Classroom Inter-
pretation.
Leonard.
Atlantic Book of Modern
Plays.
Mackaye
Canterbury Pilgrim.
Jeanne d'Arc.
MacKaye
Scarecrow.
Maeterlink
Blue Bird.
Milne
Mr. Pim Passes by.
Noyes
Sherwood.
Parker
Disraeli
Peabody
Piper.
Rostand
Chanticleer.
Cyrano de Bergerac.
Shakespeare
As You Like It.
Henry V.
King Lear.
Midsummer Night's Dream.
Much Ado About Nothing.
Romeo and Juliet.
Taming the Shrew.
Tempest.
Twelfth Night.
Shaw
Androcles and the Lion.
Saint Joan.
Sheridan
Rivals.
School for Scandal.
Synge
Riders to the Sea.
Tarkington
Man from Home.
Walker
Portmanteau Adaptations
Portmanteau Plays.

Wilde
Importance of Being Ernest.
Yeats
Hour Glass and Other Plays.
Zangwill
Melting Pot.

POETRY

Bates
Ballad Book.
Benet
Poems for Youth.
Brooke
Collected Poems.
Carhart
Magic Casements.
Child
English and Scottish Popular
Ballads.
Clarke
Treasury of War Poetry
Daly
Carmina.
McAroni Ballads.
Davis
Girl's Book of Verse.
De La Mare
Peacock Pie.
Come Hither.
Dunbar
Lyrics of Lowly Life.
Field
Little Book of Western verse.
Fish
Boy's Book of Verse.
Frost
Selected Poems.
Guiterman
Laughing Muse.
Kilmer, A.
Candles that Burn.
Kilmer, J.
Trees and Other Poems.
Kipling
Verse; Inclusive Edition.
Songs for Youth.
Lindsay
Congo and Other Poems.
Lomax
Cowboy Songs.
Macaulay
Lays of Ancient Rome.
Masefield
Salt-water Poems and Ballads
Morley
Chimneysmoke.
Noyes
Collected Poems.
Olcott
Story-telling Poem.

Palgrave
Golden Treasury
Repplier
Book of Famous Verse.
Richards
High Tide
Star Points
Riley
Hoosier Book of Verse.
Rittenhous
Little Book of American
Poets.
Little Book of Modern Verse.
Second Book of Modern Verse.
Sandberg
Chicago Poems.
Smoke and Steel.
Service
Rhymes of a Red Cross Man.
Spell of the Yukon.
Teasdale
Rainbow Gold.
Teter
One Hundred Narrative
Poems.
Untermeyer
Modern American Poetry.
Modern British Poetry.
This Singing World.
Wells
Nonsense Anthology.
Wilkinson
Contemporary Poetry.
New Voices.

ESSAYS

Addison
Days with Sir Roger de Cov-
erly.
Atlantic Monthly.
Atlantic Classics; 1st & 2nd
ser.
Youth and the New World.
Benchley.
Of all Things!
Bennett
How to Live on 24 Hours a
Day.
Bergengren
Comforts of Home.
Perfect Gentlemen.
Briggs
School, College and Character.
Brooks
Chimney Pot Papers.
Broun
Seeing Things at Night.
Burroughs
Birds and Bees.
Squirrels and Other Fur-
bearers.

Cobb
Speaking of Operations.
Crothers
Gentle Reader.
Dunne
Mr. Dooley in the Hearts of
His Countrymen.
Emerson
Essays, 1st & 2nd ser.
Grayson
Adventures in Contentment.
Adventures in Friendship.
Friendly Road.
Hawthorne
Mosses from an Old Manse.
Heydrick
Types of the Essay.
Holliday
Walking Stick Papers.
Holmes
Autocrat of the Breakfast
Table
Irving
Alhambra.
Sketch Book.
Knickerbocker
Present Day Essays.
Lamb
Essays of Elia.
Law
Modern Essays and Stories.
Leacock
Literary Lapses.
Over the Footlights.
Lowell
My Study Windows.
Lucas
Adventures and Enthusiasms
Macaulay
Essays.
McCullough
Book of Modern Essays.
Matthews
Oxford Book of American Es-
says.
Morley
44 Essays.
Mince Pie.
Modern Essays for Schools;
1st & 2nd ser.
Romany Stain.
Notion Counter
Repplier
Essays in Idleness.
Ruskin
Sesame and Lillies.
Sass.
Adventures in Green Places.
Sharp
Magical Chance.
Smith
What can Literature do for
me?

Stevenson
Travels with a Donkey.
Tanner
Essays and Essay Writing.
Thoreau
Walden
Van Dyke
Fisherman's Luck.
Warner
My Summer in a Garden.
Warner
Endicott and I.
White
Cabin.
Forest

GENERAL

Aldrich
Hill-top on the Marne.
Bauer
How Music Grew.
Baynes
Animal Heroes of the Great
War.
Bechdolt
When the West was Young.
Beebe
Arcturus Adventure.
Jungle Peace.
Jungle Days.
Bond
Inventions of the Great War.
Sorup
Tenderfoot with Peary
Bostock
Training of Wild Animals.
Bullen
Cruise of the Cachalot.
Burroughs
Camping and Tramping with
Roosevelt.
Caldwell
Science Remaking the World.
Clemens
Innocents Abroad
Life on the Mississippi.
Roughing It.
Cooper
Lions 'n' Tigers 'n' Every-
thing.
Cooper
My Lady of the Chinese
Courtyard.
Crane
Indians of the Enchanted
Desert.
Dana
Two Years Before the Mast.

- | | |
|------------------------------|-------------------------------|
| Fabre | Powell |
| Insect Adventures. | Where the Strange Trails go |
| Life of the Fly. | Down. |
| Life of the Spider. | Putnam |
| Social Life in the Insect | David Goes Voyaging. |
| World | Rickenbacker |
| Story Book of Science. | Fighting the Flying Circus. |
| Franck | Rinehart |
| Vagabond Journey Around | Out Trail |
| the World. | Rollins |
| Grey | Cowboy. |
| Tales of Lonely Trails. | Roosevelt |
| Hall | African Game Trails. |
| High Adventure | Hunting Trips of a Ranchman. |
| Halliburton | Shackleton |
| Royal Road to Romance. | South. |
| Hough | Slosson |
| Passing of the Frontier. | Keeping up with Science. |
| Hough | Stefansson |
| Story of the Cowboy | Friendly Arctic. |
| Huard | Hunters of the Great North. |
| My Home in the Field of | Stewart |
| Honor. | Letters of a Woman Home- |
| Martin | steader. |
| Friendly Stars. | Stockton |
| Mills | Buccaneers and Pirates of our |
| Story of the Thousand Year | Coasts. |
| Pine | Street |
| Wild Life on the Rockies. | Abroad at Home |
| Moffett | Tappan |
| Careers of Danger and Daring | When Knights were Bold. |
| Morgan | Underwood |
| Boys' Home Book of Science | Wild Brother. |
| and Construction. | White |
| Muir | Land of the Footprints. |
| Travels in Alaska. | Van Loon |
| Paine | Story of Mankind. |
| Lost Ships and Lonely Seas. | Wells |
| Parkman | Short History of the World. |
| Oregon Trail. | |
| Peary | |
| North Pole. | |

MATHEMATICS

Four full years of mathematics are offered, including Trigonometry and College Algebra. Pupils preparing for college will find it advantageous in many cases to take the first three years of mathematics.

ALGEBRA

I. Through quadratics. The aim of the first year's work in algebra is to enable the pupil to solve practical problems by the aid of algebraic principles. To gain this end the early part of the year is spent in securing rapid and accurate manipula-

tion of algebraic quantities in the four fundamental operations. This work is followed by drill upon fractions, involution, evolution and the resolution of polynomials into factors by the method in common use. The solution of simple equations is introduced early and is followed, as soon as the pupil is prepared, by the solution of simple quadratics and systems of linear equations supplemented by graphic work. Practical application of these principles is made from time to time to the solution of problems.

Text: Edgerton and Carpenter.

III. First semester, third year. Quadratics, including quadratic and similarly solved equations, the discussion of their roots, calculus of radical, theory of exponents; radical equations, the binomial theorem, simultaneous equations, particularly of the second degree between two and three variables, graphic solution of equations and systems, ratio and proportion, the progressions and logarithms.

Text: Edgerton and Carpenter.

GEOMETRY

II. Plane Geometry throughout the second year. The amount of work done is equivalent to that contained in the standard texts. Special attention is given to the solution and demonstration of original exercises and to the best methods of attacking them; law of converse, generalization of figures, figures in perspective, systems of points, loci of points, intersection of loci as a means of attacking original problems, the relation of the method of limits to the indirect method and its advantages in application, maxima and minima, etc.

Text—Ford and Ammerman. (Prerequisite Algebra I.)

III. Solid Geometry, second semester of the third year. The subject as given in the standard texts is carefully covered and much emphasis is placed upon the solution of original problems. Considerable attention is given to the mensuration of model solids and to constructive work upon the spherical board.

Text—Ford and Ammerman. (Prerequisite Geometry II.)

PLANE TRIGONOMETRY AND COLLEGE ALGEBRA

Only students are admitted to these courses who have com-

pleted Elementary Algebra through Quadratics (one year); Plane Geometry (one year); Advanced Algebra (one-half year); Solid Geometry (one-half year).

Credits in these courses admit students without examination to the Sophomore work of the University of Illinois. Many other prominent colleges and universities extend to our students similar credit.

(1) PLANE TRIGONOMETRY

Text: Breslich and Stone, as a basis, supplemented by Granville, Murray, Crawley, Crockett, Wentworth and Smith, and others.

Time: One semester of five months.

Scope: All subjects in the text and much supplementary work.

Subjects Stressed: Drill in the development of all formulae; trigonometric equations including those involving inverse functions and simultaneous systems; generalization; graphs of functions; solution of problems both with natural and logarithmic tables.

(2) COLLEGE ALGEBRA

Text: Hart, as a basis, supplemented by C. Smith, Hall and Knight, Fine, Hawkes, and other standard texts.

Time: One semester of five months.

Scope: All subjects in the text and work drawn from the above supplementary texts.

Subjects Stressed: Infinite Series; Differentiation; MacLaurin's Formula; Differences; Determinants; Polar Coordinates; Complex Numbers; DeMoivre's Theorem; Theory of Equations with special emphasis on Transformation, Graphic Interpretation of Functions, Descartes' Rule of Signs, Sturm's Functions, Horner's Method of Approximation of Irrational Roots, Problems in Maxima and Minima, and in Mechanics.

SCIENCE

General Science is required of all students for one semester in the first year. Botany and Zoology are elective in the second year. Chemistry is elective in the third year and Physics in the fourth year. Physics is recommended as college entrance elective.

GENERAL SCIENCE

General Science is a required course. As the name suggests, the course is a general one and at no time is mentioned any of the several sciences. The course is cultural. It is not in any sense an introductory course. However, we aim to cultivate the scientific attitude. Happy, indeed, is the finding of a mind that is more than curiously interested; a mind where the imagination is being guided by logical reasoning. The high aim leads the class unit in such direction.

Each of the several sciences is difficult in its detail. Fundamentals, simple as they may seem, are thoroughly discussed. Much of our scientific practice of to-day is taken for granted. We cannot deny that there is more to know about a car under the floor than above it. The objective is to gain the students' interest, sustain that interest and work swiftly to the logical conclusion for the fundamental law. We cannot say that since a student is curiously minded that the student necessarily possesses a scientific imagination.

The aim is to develop the curiously minded student into the logically minded student. Secondly, the course gives much general information.

Theory, essential as it is, plays second to practice.

The classroom procedure consists of quiet reading, general discussion, special reports, notes—written and sketched (as a rule a set of notes is the tell-tale to order and accuracy), and text assignments. As the occasion arises the teacher, during part of the general discussion may give an informal talk on the latest findings and their applications to our every day life.

Laboratory work is purely that of demonstration. The demonstration may follow or may lead to the general discussion. The following topics for discussion and demonstration will serve as a synopsis for the work required in the course:

- | | |
|--|---|
| 1. Does air have weight? | 8. Molds. |
| 2. Since air has weight does it press down as other heavy objects? | 9. The yeast plant. |
| 3. The Standard meter. | 10. Diffusion of gases. |
| 4. The Mercurial Barometer. | 11. Structure of a particle of water. |
| 5. Graph showing relation between thermometers | 12. Hydrogen and its peculiarities |
| 6. Moisture in the air. | 13. Oxygen and its peculiarities. |
| 7. Bacteria in milk. | 14. Carbon Dioxide and its peculiarities. |
| | 15. The epidermis of a leaf. |

- | | |
|---|---|
| 16. Photosynthesis. | 39. The lead storage cell. |
| 17. Starch and Sugar. | 40. The Radio vacuum tube. |
| 18. Waste product in photosynthesis. | 41. Local topography and Lake Michigan. |
| 19. Pressure and Boiling points. | 42. Vertical rock section for local area; deep wells. |
| 26. Simple machines—the pulleys. | 43. Minerals and Rocks. |
| 27. Simple machines—the inclined plane. | 20. Lift pump. |
| 28. Simple machines—the house jack. | 21. Siphon. |
| 29. The steam engine. | 22. How Lake Michigan influences our climate? |
| 30. Gears. | 23. What is the volume of a rock? its density? |
| 31. Oils—Composition and refining. | 24. Local sewage treatment and disposal. |
| 32. The simple voltaic cell. | 25. Simple machines—the levers. |
| 33. The dry cell. | 44. What is soil? Fertilizer? |
| 34. Peculiarities of magnets. | 45. Animal life in the soil. |
| 35. Electromagnets and their uses. | 46. Plant life in the soil. |
| 36. The telephone and the telegraph. | 47. Inter-relationship—Plants and animals. |
| 37. The A. C. Dynamo. | 48. The Planetary system. |
| 38. Motors. | 49. The Stars. |
| | 50. How do we get time? |

BOTANY

Botany is an elective study for second year pupils and extends through the year. Five periods per week are divided between recitations and laboratory work as occasion demands. The fall work begins with a study of flowers and weeds, followed by a study of trees; special attention is given to the trees of this vicinity, including a study of their summer and winter conditions. The planting and care of the various kinds of trees are considered; and the nature and economic importance of some of the woods receive attention. During the winter months some of the lower forms of plant life are studied with a view to giving the pupils a general idea of the work of evolution. This is followed by experiments in physiology to show how plants carry on their work. The spring months are devoted to the higher forms of plant life; an effort is made to acquaint the pupils with other common spring flowers; and ecology, as represented in swamp, field and flora, is studied. Bergen and Caldwell's Practical Botany is the text used.

ZOOLOGY

Zoology is an elective study of the second year; five periods per week are required throughout the year, which include lab-

oratory and recitation. The fall term includes a study of insects and their habits. During the winter months the higher forms are studied; a special effort is made to give the pupils a general knowledge of comparative morphology and physiology. Ecology forms the basis of spring work, including types of pond, wood and field fauna. Pupils are required to bring into the laboratory material from this region, and field work is done at times appointed by the teacher. Lindville and Kelley is the text book used.

CHEMISTRY

The course in Chemistry is open to students of the third and fourth years. The course, comprising one year, is divided into two parts, laboratory and class-room work. The basis of the class-room work is found in, "High School Chemistry", by Charles E. Dull, supplemented by the texts, Black and Conant: Brownlee and Fuller: Gray, Sandifur and Hanna: Emery, Davis: "Creative Chemistry" by E. E. Slossen. Outside reading is encouraged, particularly from current literature, thus forming a link between the theory and application of chemistry.

The entire subject is divided into eight divisions or units. The titles of these Units follow:

Some Chemical Changes.

Fuels and their Constituents.

Water, Solution and Crystallization.

The Effect of Temperature and Pressure upon Gases in General.

The Idea of the Atom and Molecule and how it is Used.

Ionization, Acids, Bases and Salts.

The Non-Metals and their Compounds.

The General Properties of Metals and the Solubility of their Salts.

Organic Chemistry or the Compounds of Carbon Produced by Life.

It is easier for the mind to retain subject matter if it is

related to some central idea. The Unit furnishes the hub for the wheel. A set of questions, covering the subject matter of the Unit is given the student before beginning a new Unit. The reading preparation is in this way made more definite and the student is better able to center his attention upon the more necessary parts of the text. These questions are made the basis of the future oral and written quizzes. Before credit is given for a Unit of work it must be complete, that is, the experiment must be done and passed, the daily work must be all handed in and the quiz covering the work of the Unit passed. The idea behind this procedure is to teach the pupil to FINISH a task once it is begun.

The laboratory work usually succeeds but may precede the class-room study: the two are at all times related. In the laboratory each pupil is supplied with his own set of laboratory apparatus and works alone unless the experiment can better be performed with assistance. A careful record is made and kept of all experiments. They are handed to the instructor for inspection, and if errors are found the experiments are returned to the student for correction. This process is continued until the experiments are entirely correct. The purpose of the experiment is, at all times, kept before the pupil by personal consultation and the recitation.

A first-hand study is made of the laws governing chemical change. The common gases and solid elements are prepared and their physical and chemical properties examined, particular attention being given to their relationships. As the work advances, compounds of the elements are made, and as often as possible the commercial use of these compounds is shown.

In order to impress the pupil with the higher order of modern chemical precision, some quantitative experiments are performed, such as: the determination of the weight of a liter of oxygen: the strength of acids and bases by titration: the per cent of oxygen in potassium chlorate: tests for the per cent of butter fat in milk by the Babcock method: tests for the adulteration of foodstuffs: the metals of the first and second groups of qualitative analysis are separated. In all, about 70 experiments are performed.

During the last quarter of the school year each student is required to prepare and present a special topic upon some

chemical subject that is of special interest to him. The purpose of this theme is to furnish the pupil an opportunity to learn more about some one process or natural phenomenon than is otherwise possible in a High School course and to obtain experience in finding and compiling knowledge upon his own responsibility.

As many trips to chemical plants are taken as is possible during the year.

The course is elementary in character although advanced enough to arouse in the student an interest in some branch of Chemistry for future study because he has been taken far enough in the subject to appreciate it, and to understand its possibilities. The purpose is also to impart such facts concerning the chemistry of daily life that the student may become a more useful citizen and be more thoroughly adapted to his environment.

PHYSICS

Physics, a one year subject, can be elected by students in the third or fourth years. Two types of courses are offered, PHYSICS I and PHYSICS II.

PHYSICS I

The purpose of this course is to acquaint the student with the phenomena of daily life and to stimulate him to do some thinking on his own account about the whys and hows of the physical world in which he lives. The class-room and laboratory are kept in proper relation to one another in "driving home" the laws or principles of the subject.

The text used as a basis of the course is, "The Elements of Physics," by Milikan and Gale, and "Laboratory Physics" by the same authors. In addition, the following texts are in the class-room library: "Black and Davis," "Fuller, Brownlee and Baker," "Carhart and Chute," "Sears," "Merchant and Chant," "Dull."

The laboratory is equipped with all the needed apparatus to illustrate each of the general principles studied and to allow a maximum of individual work. Many pieces of special apparatus are used for class-room demonstration. About forty experiments are performed by the class during the year, among

them are: Determination of the density of an irregular body; 2. Relation of depth to density in a free liquid. 3. Relation of volumes of gases to temperature and pressure. 4. Determination of the linear coefficient of iron. 5. The mechanical equivalent of heat. 6. The electrical resistance of conductors (by voltmeter, ammeter and by Wheatstone bridge.) 7. Determination of the length of sound waves. 8. Determination of the index of refraction of glass.

A careful record is made and kept of all experiments. As soon as each is finished it is handed in, needed corrections indicated and returned to the student for completion.

The topics are grouped into related subjects called Units. During the first semester the following units are considered: Pressure below the Surface. Sound. Work. Power and Mechanical Energy. Force and Motion. The units of the second semester are: Heat. Electricity. Light and Invisible Radiations.

In order to keep before the student the essential points he should master during his reading preparations he is supplied with a series of questions and problems covering each unit. Those questions and problems are used as the basis for recitation, written work and for tests upon each unit. The general basic principles of the subject are emphasized throughout the course and details are made of minor importance. Physical problems and laboratory work are given prominence as a means of fixing principles and illustrating the uses of physics.

This course is intended primarily for students expecting to pursue scientific work further after leaving the high-school and for others having a special interest in the subject.

PHYSICS II

This is a one year course open to third and fourth year students. The purpose of the course bears practical identity to Physics I. The difference in the two courses is found in the method of approach and emphasis upon different phases of the subject. The text is, "Elementary Principles of Physics," by "Fuller, Brownlee and Baker," with "Laboratory Physics" by Milikan and Gale.

The work of the course may be conveniently divided into

the following topics: Properties of Matter; Heat; Sound; Light; Magnetism; Electricity; Force and Motion; Work, Power and Mechanical Energy. Each division of work is so taken up that it leads logically to the next.

The daily work of the class is reinforced by simple demonstrations performed by the teacher. Experiments from the laboratory manual are performed when there is need for them in helping to clinch some physical principle. These experiments are performed by the teacher as a demonstration for the class, or by a group acting for the class, or if the supply of apparatus permits, each member of the class does the experiment for himself. All experiments are written up and handed in with answers to the accompanying questions. In many of the experiments, where the results are known in advance, it is the students business to account for the discrepancy between the result obtained and the correct one. In many cases this sort of practice is highly effective in cultivating the scientific attitude of mind.

The text is abundantly supplied with questions distributed throughout as well as at the end of each division of subject matter. The questions with problems from the book and outside sources constitute the basic material for class work and for tests.

Formulas have been cut to a minimum; however, the few that are found are very essential to the progress of the study.

Science must be exact—with this idea of exactness comes the hand-maiden of science—mathematics. It is quite impossible to talk of quantitative terms and make application of the various physical principles without the use of some simple mathematics. Various phases of the course make use of problems involving the simple processes of arithmetic, fractions, percentage, ratio and proportion. Altho problems are not stressed in this course as much as in Physics I this fact is not looked upon as indicating a lack of work to be done in the course.

Students of this course are not looked upon as future workers in science but as actual workers in that field, folks who want to become equipped with some scientific knowledge and the scientific attitude so as to make life a richer and more meaningful process.

HISTORY

Three years in history are offered and for those specializing in history the courses should be taken in the order given. One full year is devoted to each course. American History is required for graduation.

Early European History.

Mediaeval and Modern European History.

American History and Government.

ANCIENT HISTORY

At the beginning of the first semester the class spends four or five weeks investigating the contributions to civilization made by the ancient Egyptians, Babylonians, Assyrians, Persians, Phoenicians, and Hebrews. The remainder of the first semester is devoted to the history of the ancient Greeks. The history of Rome from earliest times to the death of Charlemagne occupies the whole of the second semester.

Printed questions with reference to the text book and to numerous other books with which the classroom and library are supplied, are given to each student, and the greater part of this time in the classroom is spent in investigating the historic facts and writing out answers to these questions. The questions are framed in such a way that to answer them successfully the student must not only know the facts but must think of the significance of the facts. Time is also taken for class discussions, individual conferences and oral reports.

Text: Webster's Ancient History.

MODERN EUROPEAN HISTORY

This course has been reorganized to follow the lines of the direct teaching procedure so successfully used in American History. The study of history has for one of its chief purposes the building up of a series of intelligent attitudes—the creation of an understanding of the major tendencies of civilization. It has been assumed that there are four such tendencies; the tendencies toward democracy, industrialism, nationalism, and imperialism. All four received their impetus to growth in the Renaissance and all are interrelated.

The course, therefore, has been organized to present the

following units: 1. The Reawakening of Western Europe. 2. The Renaissance Age. 3. The Development of Democratic Institutions in Western Europe. 4. The Growth of the Spirit of Nationalism. 5. The Industrialization of Western Europe. 6. The Present Day Tendency toward Imperialism.

The direct teaching procedure is explained under the heading "American History." Webster's Modern European History has been retained as the basal reference and an adequate class room library has been provided.

AMERICAN HISTORY

Adjustment to the world in which we live is the aim and justification of public education. Just as the individual must learn to walk and talk, so he must be taught to understand the more complex conditions of life which surround him, and to adopt himself normally to them. Since the world in which he lives is, among other things, a historical world, it is evident that adjustment to the conditions of historical implication becomes the justification for the teaching of history in the public schools.

It has been customary in the past to consider history as a body of facts to be learned. Since it is generally recognized that the mind was never intended to be a mere storehouse of facts but rather an organ for the adjustment of the individual to life-situations, it is clear that the above method of approaching the study of history is of doubtful value in developing a real understanding of the social, political and economic world in which we live to-day. Rather must this come through a comprehension of the underlying principles that have guided human progress in the past, and that are influencing it to-day. Thus, facts of history, cease to be things to be learned and become things to be rationalized for the purpose of throwing light upon those forces which govern human existence.

The attainment of the above ideal in the teaching of American history has made necessary the complete reorganization of the subject matter as well as the development of a new teaching procedure.

The reorganization of the subject matter of the course in

American history has involved two fundamental considerations. The first of these was to discover principles that have been basic in the development of the American nation. In the search for these facts or principles it has been necessary to avoid falling into the error of historical determinism thereby confusing historical theories with facts. A careful survey of the field has resulted in the adoption of the following units of study: (1) Setting the stage for Columbus, (2) Pushing back the frontier, (3) The New World breaks away from the Old, (4) Making the Constitution, (5) Testing the Constitution, (6) The Industrializing of American Life. The second important consideration in the reorganization of the subject matter was the selection of those facts and episodes which would make clear the principles underlying the units chosen. In each unit it, therefore, became essential to discover the facts which would most effectively develop an understanding of the unit principles, and at the same time organize them into teachable blocks.

The development of the teaching procedure has been founded upon the idea of real mastery of the Unit Principles. Such mastery as is here implied involves a situation quite different from that of learning enough facts to get a passing grade or better in the daily recitations and examination. It rather signifies such a comprehension of the Unit Principles as would amount to a revolution in one's methods of thinking or to put it another way, it implies the acquisition of attitudes and abilities which make possible the proper adjustment to the historical aspects of everyday life. This may be illustrated by the consideration of one or two of the units. In the Unit, "Making the Constitution" the principle involved is that no political society is likely to function successfully without an adequate form of government. The implication of this principle is made clear by a careful study of the facts of our history which are connected with the inadequate Articles of Confederation. The proper presentation of this Unit should leave in the minds of the pupils the conviction that not only should their own country have an adequate form of government, but also that any organizations of whatever kind must be strongly organized if they are to function successfully. Again take the Unit "Testing the Constitution". It is manifest that the understanding or conviction to be gained here is that the Constitution of the United States has proved itself

beyond question of doubt to be an adequate instrument of government to meet the needs of the people. To develop properly this conviction or understanding, a careful study must be made of those facts of our history which make it clear that the government of the United States under the Constitution has been able not only to command respect at home and abroad, but also that it has been able to build up a sound and enduring national consciousness. The real mastery of this unit would tend to make one impervious to the fallacious argument of the propagandists of world Revolution.

The teaching procedure used to develop such mastery is supervised study. This procedure involves first the careful presentation of the principle of the Unit. This consists of a concise exposition of the chief forces involved in the unit under consideration. The purpose of the presentation is to put the pupils into an intelligent attitude toward the Unit to be studied. The next step in the process is the assimilation period. During this period the attention of the pupils is focused upon the carefully supervised reading of the facts and episodes of history which make clear the principle of the Unit. It is through the careful reading and rationalizing of these facts that the pupils make the principle of the Unit their own. The final step in the procedure is the organization of the material, which takes the form of analytical outlines, oral recitations, and carefully and logically prepared written papers. It is this last step which makes clear to both pupil and teacher whether the adaptation or mastery has really been made.

CIVICS NINTH GRADE

Each Freshman is required to take a semester's course in civics. The work is rather elementary but will deal with both the community and the National Government. The work is within the grasp of Freshmen and should fill a very evident need. American youth know far too little about American ideals of government and society. The Freshman year in high school should be the proper time to interest the pupil in the practice and elementary theory of good government.

Edmonson and Dondineau's text book is used with abundant reference materials made accessible to pupils.

ECONOMICS AND SOCIOLOGY

Economics is open to third and fourth year pupils.

A brief survey of economic history is made, with special

attention to the industrial stages in the United States. A thorough study is made of the principles underlying our economic development, and an attempt is made to secure fair and impartial consideration of controverted questions. The course covers the usual subjects of consumption, production, exchange and distribution, followed by a brief study of public finance. Much attention is given to recent and present economic legislation, emphasis being constantly placed upon principles and methods of interpretation, with a view to securing insight into and appreciation of our live economic problems. Economics and Social Problems will be emphasized during the second semester.

Library readings, reports and class discussions and debates constitute a large part of the work.

Text: Fairchild's Economics.

MECHANICAL DRAWING

The mechanical drawing course covers three years of work. Freehand drawing, lettering, geometrical drawing and elementary orthographic projections are given. Practical working drawings according to modern drafting room methods are emphasized. The proper conventions and symbols are taught in this course.

Anthony's Mechanical Drawing Book which contains various types of exercises and practical problems is used for a text book. The pupils are required to provide their own drawing instruments, books, boards, T squares, and other incidental drawing equipment. The classes meet one period each day during the semester.

The second year work consists of advanced orthographic projections; isometric drawing, intersection and development of solids. Practical applications of orthographic and isometric drawings are emphasized. Working drawings, tracing and blue printing are required. Anthony's Mechanical Drawing is used as a text book.

Machine Drawing is given as the third year course. The student is familiarized with the forms and proportions of simple machine parts. The plates include the drawing of the following problems: spirals, screw threads, bolt leads, shaft couplings, pillow blocks, and pulleys. Problems on eccentrics

and gearing are also required. The designing of a gasoline engine is the last problem. Text books: Machine Drawing and Design—D. A. Low. Advanced Shop Drawing—Vincent C. George.

ARCHITECTURAL DRAWING

The purpose of this course is to teach the pupil to write specifications and to make good working drawings and blue prints of moderate priced homes. In doing this all the problems of building and the expense attached to it are studied. Architectural lettering, plates on foundations, framing, cornices, and miscellaneous details are required. The designing of the smaller types of residences, and making specifications for same is the next step.

Text book: Ralph F. Windoes and Harvey B. Campbell
Architectural Drawing.

JOINERY AND LIGHT CABINET MAKING

This course consists of a series of projects so designed that some of the most important joints in wood working are brought into use. The cross-lap, blind mortise and tenon, through mortise and tenon, dove-tail and blind dove-tail joints are all employed in a series of useful articles. There is opportunity for design and individuality in this course, and the pupils are encouraged to develop these traits. When these required projects are completed the pupils may make larger articles of their own choice, such as a music cabinet, piano bench, umbrella rack, etc. Instruction is given in the use and care of tools.

ADVANCED CABINET MAKING

Articles of furniture which are made in this course are started only after they have been given careful consideration by both pupil and teacher. This work includes the making of Morris chairs, rocking chairs, book cases, library tables, buffets, desks, porch swings and other pieces of furniture for the pupil's room or home. Much attention is paid to the finishing of the wood after the article is assembled. Boys in this course are permitted to use the wood working machinery, after being properly instructed.

WOOD TURNING

Ritchey's book on wood working is used as the basis of this course, and includes exercises on turning cylinders, beads and coves. Problems are given in center turning, chuck and face plate work, sand papering and polishing. In this course we also place emphasis on good design and originality. Pupils design piano lamps, dresser sets in mahogany, book racks, candle stick holders, turned chair legs and other useful articles. Mahogany, walnut, vermilion, cherry, maple, birch and apple are kept in stock for the students in order that they may become acquainted with the most beautiful and useful woods.

PATTERN MAKING AND FOUNDRY PRACTICE

The methods and practices of pattern making, moulding, and casting are studied. Each student is required to make a pattern and casting of each kind such as cored and split work, irregular parting, plate work, loose piece work, etc.

Patterns for the following castings are required: (1) for single piece patterns, the block is required to illustrate shrinkage, draft, finish, shake, finishing, and this pattern is supplemented by demonstration of moulding and use of moulders' tools; (2) for cored work, the face plate and gland are required to illustrate building up to prevent warping, and use of cores; (3) for split work, the turn buckle and clamp stand are required to illustrate the value of splitting, coring and finishing, and these patterns are supplemented by demonstrations of methods of moulding and making different patterns; (4) for built, cored and split work, plate work, and irregular parting, the bracket, pulley, grooved wheel and wrench are required to illustrate curved arms, finishing and grouping; (5) for loose pieces, the gear blank is required to illustrate the three part mould; (6) for class problems, the gas engine motor or other patterns for the machine shop are required.

In the foundry, the class takes a heat from the cupola every week, in addition to making the moulds and cores. Pupils are taught the nature of iron and steel, moulding methods, ramming, venting, parting, gate cutting, sand and cupola lining.

FORGING

Instruction is given in the building and care of the fire and

the position in handling tools at the anvil. Problems of the following kinds are required: (1) S hook is required to illustrate drawing; (2) staple and lap link are required to illustrate bending; (3) the pipe hook is required to illustrate shouldering; (4) bolt is required to illustrate upsetting; (5) eye bolt and meat hook are required to illustrate forming; (6) chain hook is required to illustrate punching; (7) tongs are required to illustrate chamfering, and use of finishing tools such as swages, fullers, and hardies; (8) links and ring are required to illustrate scarfing and proper heat for welding; (9) center punch, flat cold chisel, cape chisel and lathe tools are required to illustrate forging, annealing, tempering and case hardening heats of tool steel.

MACHINE SHOP

The Machine Shop course includes the turning and finishing of the elementary exercises and then the machining of the castings for a small gasoline engine.

Commercial Department

The commercial courses are: Bookkeeping, Accounting, Commercial Law, Commercial Geography, Shorthand, Typewriting, Office Training, and Commercial Arithmetic. These courses are elective.

The purpose of these courses is to give the student such fundamental knowledge and training that he may readily adapt himself to the practical demands of the position he undertakes in the business world. The historical and cultural phases of the subjects are also taught to enlarge the student's perspective of the commercial field.

ACCOUNTING AND BUSINESS PRACTICE

The aim of the course is to acquaint the student with the elements of business and with modern accounting and business practice. The bookkeeping course develops the qualities of exactness and precision and establishes a set of business principles around which the later accumulations of business information are correctly organized.

In the first year several short practice sets using the proper books for a trading business are worked by the student. In connection with the transactions, business papers, such as

notes, checks, drafts, invoices, bills of lading are used. The theory of debit and credit is followed by use of journal, ledger, sales journal, purchase journal, cash journal, bill book, general ledger, subsidiary ledger, the controlling account and general journal. At the close of each practice set, trial balances, working sheets, statements of profit and loss, balance sheets, and ledger closings are all made in proper sequence.

In the first part of the second year, the books of a manufacturing business are kept by the student. Transactions are entered in voucher register, check register, cash book, sales book, and subsidiary ledgers. Vouchers, checks, and other business papers are made out in connection with the transactions entered in the books. The trial balances, working sheets, manufacturing statements, statements of profit and loss, balance sheets, and ledger closings are made in proper sequence.

For the remainder of the second year, the special accounting subjects taken up are: corporate organization, capital stock—par value and non par value, comparative balance sheets, comparative profit and loss statements, application of funds, installment sales, corporation bonds, bad debts, depreciation and capital and revenue expenditures.

COMMERCIAL GEOGRAPHY

This is a semester course. It is a study of the geography of industry and commerce, with the purpose of developing an appreciation of the causes and conditions which effect the location of industries. The course is divided into three parts: the industries and commerce of the United States; the principal industries of other countries; and the classification of the conditions affecting commerce. In the reading and the assembling of data the student becomes familiar with the common sources of information about industrial and commercial affairs. The data gathered are compiled in notebooks and in maps and charts by the student.

COMMERCIAL LAW

This is a semester course. The elementary legal principles and rules governing Contracts, Sales, Bailments, Guaranty, Negotiable instruments, Agency, Partnerships, Corporations, Real Property and Personal Property, are studied from a text book. The principles are applied to problems and supplementary cases. In parts of the course a sketch of the history, ethics and reason for a law is developed, in order to show

the nature of all law. A brief study is made of the powers and kinds of law courts in the United States.

SHORTHAND

The fundamental purpose of the course is the efficient preparation of the student for the work of a stenographer. In the first year the study of the theory of Gregg shorthand is completed. The second year is devoted to the development of dictation and transcription speed. The requirements for credit at the end of the second year are a dictation rate of 100 words a minute and a neat and accurate manuscript.

TYPEWRITING

The typewriting department is equipped with Underwood, Remington, Royal and L. C. Smith machines. The "Touch System" is taught, which means that a pupil operates the typewriter without looking at the keys. After the keyboard has been mastered, accuracy and speed tests are gradually introduced, enabling the student to measure his progress. Certificates and pins are given by the typewriter companies to students who attain certain speeds. The requirement for the first year's work is 33 words per minute, net, the penalty for an error being ten words. This gives one-half credit. If a speed of 40 words per minute is attained, a full credit is given.

The second year typing is correlated with the shorthand work, consisting of transcription of dictated material, dictation direct to the machine, speed tests. If a speed of 55 words per minute is attained an additional half credit is given.

OFFICE TRAINING

This subject is required of all students in Shorthand II and is open only to them. It is given the second semester in place of Typing II.

The aim of the course is to make the student more efficient by giving her an understanding of the essentials in the routine of office work, familiarizing her with the work of the various departments and enabling her to understand what part her work plays in the organization. The course also covers the principal methods of filing. The transcription of shorthand notes, and typing is continued.

COMMERCIAL ARITHMETIC

In the study of commercial arithmetic a great deal of stress is put upon accuracy and speed. The student is drilled thor-

oughly in addition and the fundamental operations. Speed tests are provided in which the student is required to work the problems given accurately and within a certain time. Thus the habit of concentration and attention, which is needed in business, is acquired. Many modern methods and short cuts used in actual business are brought before the classes. The course is one semester in length.

HOME ECONOMICS DEPARTMENT

Upon woman, the chief spender, depends the wise or unwise apportionment of the income to the various needs of the family—clothes, food, and the home.

“The girl of today, whether or not her future sphere of activity shall lie in the field of business, teaching, or home-making, must assume her share of responsibility in spending within her income or that of others. Whether or not she performs her part wisely depends somewhat upon the training furnished her by her home and school.”

L. I. BALDT.

The aim of the courses offered in Clothes and Food is to give the high school girl an opportunity to acquire knowledge of this art which will be of value to her in her later life.

CLOTHING

Since a large percent of the family income is spent for clothes and house furnishings, it is imperative that thought and careful study be given to this branch of household economics.

The two-year course in Clothing is elective and one full credit is given for each year. The classes meet five periods a week. One period is devoted to recitation or theory and four periods to practical work which involves sewing of all types.

CLOTHING—I

A—Theory

Text—The Girls' Problems in Home Economics. By Trilling and Williams.

The authors of this text have selected subject matter based on the particular interests of girls of high school age.

1. Sewing machine and its attachments—Uses and care.
2. Patterns—Methods of altering and using.
3. How to dress in good taste.
4. Fabrics—How they are made and how to judge them when buying.

5. Clothing budget.
6. Care of clothing.
 1. Daily as well as general care of personal clothing and household furnishings.
 2. Simple laundry problems—Removal of stains, etc.
 3. Darning, patching, and remodeling, etc.

B—Practical Problems in Sewing.

Each girl is required to do the following work:

1. Draft a kimona type of pattern, according to personal measurements and make one of the following garments using the drafted pattern as a foundation.

Choice of—

- a. Kimona
 - b. Kimona dress
 - c. Kimona nightgown
 - d. Princess slip
2. Commercial patterns
Patterns tested and altered to meet the needs of the uses.

Choice of making:

- a. Blouse and separate skirt
 - b. Simple one piece wool dress
3. Hand-made undergarment
Choice of type of garment and material left to girl.
 4. Dress. For spring or summer wear.

Wash material of cotton, linen or silk.

Emphasis is laid upon good workmanship in all class work—the class slogan being “Anything that is worth doing at all, is worth doing well.”

Each girl is required to keep a note book for special assignments, mounting of models, and clothing budget.

Note: The mothers of the girls are urged to visit classes at any time.

CLOTHING—II

A—Theory

Text: Textile Fabrics. By Elizabeth Dyer.

The purpose of the book is:

To teach one to buy wisely and be able to judge qualities.

To become more discriminating in taste.

To make wise selections both in clothing and house furnishings.

To care for clothing and household fabrics judiciously so one may get the greatest amount of service possible.

B—Advanced Sewing Problems

Each girl is required to make the following:

1. Tailored wool garment.

Choice of:

A wool dress—suit or coat.

Special emphasis is laid upon proper technique in the handling of various types of wool fabrics. Also cutting, fitting and finishing the garment. Models of various tailored pockets, bound button-holes, arrowheads, etc., are made and mounted in note-books.

2—Household Problems

Choice of one of the following:

Lunch cloth, napkins, pillow-slips, buffet, or vanity set, fancy pillow covers, towels, curtains, etc.

A careful study is made of various household fabrics especially of table linens; their quality, cost and care.

3—Silk dress—suitable for spring.

Material may be of any type of silk, also velvet.

4—Summer dress.

Choice of material and style left to girl.

Note 1. The mothers are asked to cooperate with the department by seeing that the girls have their supplies on time.

2. Other garments or problems may be added when the occasion demands.

FOODS

Food classes are elective to all girls. Two years' work is offered. The aim of the course is to give a general knowledge of nutrition, food preparation, meal planning and table service, and home management. The recipe file by Viola M. Bell is used in place of a text. Books used extensively as reference are: Dietetics for High Schools by Willard and Gillett; Meal Planning and Table Service by N. Beth Bailey; Foods and Homemaking by Greer; and the House and Its Care by Matthews.

FOODS I

The first year classes study the principles of cookery and

their application, the influence of diet on health, fundamentals of table service and meal planning, and problems in household management. Credit is given for home practice work.

Work is taken up in the following order:

1. Canning of fruits and vegetables.
2. Vegetable cookery.
3. Foods suitable for breakfast menus.
 - a. Fruits
 - b. Cereals
 - c. Hotbreads
 - d. Protein dishes
4. Christmas candies
5. Suitable dishes for luncheon
 - a. Typical main dishes including use of leftovers, meat substitutes, sandwiches, salads, etc.
 - b. Desserts, as puddings, cakes and cookies, pastry, gelatin, or frozen desserts.
6. Dinner menus
 - a. Cuts of meat and their preparation.
 - b. Salads (not used as luncheon salads).
7. Teas
 - a. Tea for class mothers.
8. The efficient kitchen
 - a. In notebook form.

Elementary dietetics, table service and meal planning are given as each meal is studied. Neatness and sanitation are stressed throughout the course.

FOODS II

The second year deals with more advanced problems of dietetics, meal planning, and home management. Emphasis is placed upon the girl's own responsibility to family life. The work includes:

1. Making of jellies, jams, pickles, etc.
2. Cooking of fancy dishes.
3. Meat cookery.
4. Meal planning and table service (emphasis placed on variety as well as a balance of foodstuffs).
 - a. Actual serving of meals planned for a family of limited income.
 - b. Marketing problems.

5. Care of a house as applied to care of the laboratory.
 - a. Sanitation.
 - b. Storage of supplies.
6. Dining room.
 - a. Equipment—study of silver, glass, linen, china, and their care.
 - b. Arrangement of furniture.
7. Dietetics—study of individual diets and diets for disease.
8. Budgeting the family time and money.
9. Large quantity cookery—serving a banquet if the occasion demands.
10. Care of children.
11. Study of equipment and labor saving devices for home.

THE CAFETERIA

The High School Cafeteria aims to serve at a minimum cost, wholesome food which the students may purchase for their lunch or to supplement their lunch.

We serve each day: one meat at 10c; one hearty luncheon dish as macaroni and cheese or navy beans at 8c; mashed potatoes at 5c; two different vegetables at 7c; a pudding at 7c; a fruit cup at 7c; pie at 8c; cake at 8c; ice cream at 5c; milk (white and chocolate) at 5c a half pint; cookies 1c to 5c; pickles and olives at 1c; two kinds of salads at 8c; sandwiches at 8c; and soup at 5c. From this a good lunch may be chosen for the average student for 20c.

We employ some student help for short periods to help in preparing and serving. However, the bulk of the work is done by two full-time helpers.

GENEVIEVE WAGNER,
Manager.

PHYSICAL EDUCATION AND ATHLETIC PROGRAM

The aim of the Physical Education and Athletic Program at Lyons Township High School is to offer a program which has a place for every boy regardless of size, age or ability; and to encourage him in his athletic and physical development. The stress is not placed on the varsity teams, but rather on the motto "Every boy in some athletic activity." With the Physical Education Program for next year being enlarged to include all four classes, and with the extensive Intra-Mural program now in operation, LaGrange will hold its own with any school in the state.

A few figures will show how extensive the 1928-29 year's work has been.

1. 26 games of Football were played by 140 boys.
2. 220 games of Basketball were played by 250 boys.
3. 40 games of Baseball were played by 70 boys.
4. 25 Track Meets were held in which 75 boys participated.

(These figures do not include the Gym Class games)

ATHLETICS

Lyons Township High School is represented in six branches of sport, namely, Football, Basketball, Track, Baseball, Tennis, and Golf. A review of each season follows:

FOOTBALL

The 1929 football season was one of the most successful seasons LaGrange has ever had. Six out of eight games were won, giving a percentage of .750 which is the highest ever attained by a LaGrange team.

In the season opener Calumet, a City League school, was defeated 13 to 6. Long runs by "Bill" Myers was the feature of the game.

Hinsdale, with the best team in their history, scored twice in the second half to gain the long end of a 19 to 6 score.

The only other defeat was suffered at the hands of the experienced and heavy Proviso team. Two long runs and a 5-yard punt were the deciding factors. The first downs were about even. LaGrange played some real football even though defeated.

Riverside's veteran team was set to administer a sound

trouncing to LaGrange but were surprised and suffered a 7 to 6 beating.

Kenosha, Wisconsin, who placed second in their Conference, was beaten on their home field 12 to 2.

With LaGrange using the entire squad of 33, Lockport was administered the only defeat of their season 34-0.

The next victim was Clinton, Iowa. Six plays after the kick-off LaGrange had scored their first touchdown. Final score was 19 to 0.

In the Finale, Crane Tech of Chicago was beaten 25 to 0. A week previously Crane had lost 7 to 0 to Marshall, the City Finalists.

LaGrange was not scored on in the last four games.

BASKETBALL

After the Championship season of 1928, LaGrange experienced only a fair season in 1929. Victories were won over Oak Park, Hinsdale, Englewood, Marshall, Morgan Park, Calumet and the "L" Club. Defeats were suffered at the hands of Oak Park, Riverside, Hinsdale, Proviso, Parker, Elgin and Austin.

The necessity of dropping three regulars from the squad due to violation of training rules was a deciding factor in the result of the season's games.

BASEBALL

Intra-Mural Baseball was introduced this spring. Out of the list of 70 boys who signed up for baseball, a league of six teams was organized. In the schedule each team played 10 games. The winning team received appropriate awards.

UNDEFEATED

From the Intra-Mural group a team was chosen that went through the season undefeated, winning 8 straight games. A light schedule was played due to emphasis being placed on Intra-Mural baseball. A Frosh-Soph team was organized and played several games. Thus 70 boys played over 40 games of baseball at LaGrange.

TENNIS

LaGrange won the Suburban Championship in tennis, basing their claim upon their season's record of victories. The

two matches with Oak Park were divided, but LaGrange defeated Oak Park in the Cook County Tournament.

Leonard Vaughan won the Cook County Championship in singles and was runner-up with Ellmore Paterson in the Doubles. He also won the school championship for the fourth successive year.

INTRA-MURAL AND "Q" LEAGUE SPORTS

The intramural and "Q" League athletics are the second and third steps respectively of Lyons Township High School's five step plan of athletic development.

The intramural program aims to give every boy, who evinces sufficient interest to participate, an opportunity to play in competitive intra-mural sports.

Interclass games between Freshmen and Sophomores were played during the football season. The boys were divided into squads under and over 115 pounds. About 90 boys were registered for this branch of intramural sport. Class numerals were awarded to the winning teams.

During the basketball season the intramural players are divided into three leagues: Freshman, Sophomore, and Junior-Senior. 102 games were played this year in which 183 boys participated. Bronze medals were given to the winning team in each league.

The "Q" League is composed of six schools—LaGrange, Hinsdale, Riverside, Downers Grove, Glenbard and York—the last two being newcomers this year.

In basketball the league is divided into two divisions, Freshman and Sophomore. Each school plays a home and home engagement with the others. Boys who are not on the light or heavyweight squads are eligible to compete. This has proved to be a valuable training ground for the major teams.

Each spring LaGrange is host to the annual "Q" League Track and Field Meet in which all the schools participate. In this sport, however, there is no division, freshmen and sophomores competing against each other.

LaGrange has been instrumental in forming and keeping the "Q" League in operation. The physical education department feels that effort expended in this direction has been well repaid, not only in building up successful athletics but in giving a far greater number of boys the opportunity to compete in inter-school sports.

SENIOR TRACK

The Senior Track team had what would be termed a successful track season. The winning of the Illinois Wesleyan Interscholastic and finishing near the front in several of the large meets is the basis for this statement. One of the most outstanding of this year's performances was the record in the running broad jump made by William Myers. He made a jump of 22 feet 7½ inches in the District Meet at Oak Park which was the best jump made in the state during the year by a high school boy. This jump broke our high school record which was 22 feet made by Floyd Smart in 1915.

Pete Haase made 4:45 in the mile indoors which is a record for our school, and Tim Murphy ran the 220 yards on our indoor track in 26:6 seconds which gives him the record in this event.

This year we lose by graduation Tim Murphy, Pete Haase, Wallace Bryant, Mark Swanson and Billy Allen. All of these boys are good track men. The "L" men who will be on the team next year are Ralph Lillig, Pete Zimmer and Captain-elect Bill Myers. With these three boys on hand next year LaGrange will have the nucleus for a good team.

The following is the record for the past year:
February 9, 1929—LaGrange 56½—Proviso 38½.
February 16, 1929—Triangular Meet.

University High 37, LaGrange 31, Thornton 29.
February 23, 1929—LaGrange 65—Austin 28.
March 9, 1929—LaGrange 71 11-12—Morton 18 1-12.
April 20, 1929—James Milliken University.

130 schools entered. LaGrange 6th place.
April 27, 1929—Illinois Wesleyan.

90 schools entered. LaGrange 1st place.
May 1, 1929—LaGrange 59—Wheaton 67.
May 4, 1929—Marquette University Relays.

Allen tied for 3rd place in pole vault. 3rd place in high hurdles. LaGrange 3rd place in Medley Relay.
May 11, 1929—Oak Park District Championship.
3rd place.

May 18, 1929—University of Illinois Interscholastic.
Lillig, Allen, Murphy and Myers. Myers got 3rd place in broad jump.
May 25, 1929—LaGrange 63—Waukegan 67. At Waukegan.

June 1, 1929—North Central College Interscholastic.
4th place, 32 high schools entered.

JUNIOR TRACK

The Junior Track team repeated the good work of the team of 1928 by winning all of its dual meets. They lost one indoor triangular meet taking third place in this meet. They won every dual meet that they took part in. During the season some very good boys were lost to the Junior team due to reaching the age limit. More boys were developed and trained for these events as the season went along. The Junior team lost five of its best men who could not enter the "Q" track meet so had a small chance of winning this meet.

A great deal of credit should be given to the boys of the Junior track team. The boys who no doubt will form the base of the Senior team in a year or two.

The following is the record made by the Junior track team:

LA GRANGE	vs.	NEW TRIER
37.3		30.7
LA GRANGE	vs.	MORTON
47.0		20.0
LA GRANGE	vs.	AUSTIN
43.0		24.0
LA GRANGE	University High	THORNTON
19.0	30.0	21.0
LA GRANGE	vs.	PROVISO
36 2-3		30 1-3
LA GRANGE	vs.	RIVERSIDE
67.0		19.0
LA GRANGE	vs.	GLENBARD
52.5		43.5
LA GRANGE	vs.	YORK
69.0		17.0
LA GRANGE	vs.	RIVERSIDE
58.0		36.5
LA GRANGE	vs.	YORK
69.0		17.0
LA GRANGE	vs.	LIBERTYVILLE
67.6		38.4

With this record we can expect a great deal from this Junior track team next year.

GIRLS' PHYSICAL EDUCATION

It is the aim of the Girls' Physical Education Department to interest girls in the participation in all sports; to correct faulty posture and in general to improve their health.

A part of each gymnasium period was devoted to special posture work all year and the important work of general correctives was kept constantly before the girls. Two regular corrective classes were organized the second semester and it is hoped to enlarge this type of physical education during the next year.

The 1928-29 sport schedule consisted of hockey, basketball, baseball, track and tennis.

HOCKEY

Although hockey was new to a great majority of the girls, an unusual amount of interest was displayed in that game. The Freshman and Sophomore classes each had two teams, while the Juniors and Seniors each had one. At the end of the hockey season first and second varsity teams were chosen from all the teams participating. These teams were honorary since they were made up of the best players from each team. This year was the first time a varsity team had ever been picked. Just before Thanksgiving the hockey season ended; making three months of outdoor activity.

BASKETBALL

Basketball, as usual the most popular sport, attracted the greatest number of girls in proportion to the number of players on a team. About one hundred twenty-eight girls made class or gym teams. The four classes were represented by two teams of equal caliber. A class tournament of twenty-eight games was played during March. Junior B team succeeded in winning all but one of its games, which was a tie, thus the team won the Class Championship. As in hockey two varsity teams were chosen.

BASEBALL AND TENNIS

The regular class baseball teams were organized. At the same time each gym class was divided into two baseball teams and during the season one gym day a week was devoted to a contest between these two teams. Scores and averages were kept and the winning team of each gym class participated in a baseball tournament. Thus about 250 girls played baseball on some team.

Due to inclement weather, the tennis started late, thereby making a short season for that popular sport. In spite of this handicap, every girl taking gym learned the fundamentals of the game and played part of the time. A regular single's tournament was played, forty-two girls playing in this. Next year, tennis is to have an important place in the fall program as well as in the spring one.

The year of 1929-30 gives promises of a varied sport program and our motto is a team for every girl and every girl on a team.

MUSIC

Lyons Township High School offers the following courses in music: Freshman music, Boys' Glee Club, Girls' Glee Club, Beginners' Band, Advanced Band, the Violin Class, Advanced Orchestra, and Pipe Organ.

The school believes that education for "the full life" would be lacking if music were omitted entirely. Therefore each student is given opportunity to receive some sort of musical participation during his high school career. It is compulsory that each student when a Freshman or at some later time shall take as a minimum at least one hour of music per week for one year.

It is hoped that the Freshman music course will be conducted differently in the coming year and each student may choose from one of the following activities: Freshman Boys' Glee Club, Freshman Girls' Glee Club, beginning instruction or a wind or string instrument, Freshman orchestra, or Music Appreciation. The last mentioned course consists of a chorus and listening type of period. In being allowed to elect the type of music he prefers, the student will be given a chance to "find himself" musically during his first year in high school. As each of the above groups meets but one period a week no credit will be awarded. In the years that follow unlimited opportunity will be given to develop his ability in more intensive and accredited courses offered in vocal, and instrumental music.

For students vocally inclined the Boys' and Girls' Glee Clubs offer training. Each glee club meets twice a week, and in addition, a third time as a combined mixed chorus. Several concerts and sometimes an operetta are participated in

by these organizations during the year. One-half credit is awarded for this course.

Beginning and elementary training on wind and percussion instruments is offered in the Beginners' Band. It is a daily subject with full credit given.

Boys qualifying in tryouts are admitted to Advanced Band, which also meets daily with full credit given.

The Violin Class (or String Class) offers elementary training in violin, viola, cello or string bass. Students are admitted without previous training. Full credit is awarded as it is also a daily subject.

Membership in the advanced orchestra is given to stringed instrument players of adequate training and to the school's most advanced wood-wind, brass, and percussion players. The orchestra maintains complete symphonic instrumentation. Full credit is given for daily rehearsals.

It is possible to rent some of the more uncommon instruments from the school at a fee of \$5.00 per year.

A music fee is required of all music students, payable at the office at the beginning of each year. This covers partially the cost of music and about equals the cost of textbooks in other courses, ranging from two to three dollars.

LIBRARY REPORT. JUNE, 1929

The library is completing its fifth year in Hoskins Hall.

The number of books has increased to over five thousand and the number of magazines subscribed for is now seventy-eight. Circulation statistics show that the use of the library has more than doubled during the five years:

1924-25— 4,824.

1925-26— 7,961.

1926-27— 9,875.

1927-28—11,059.

1928-29—11,171.

The work has gradually become so heavy that for the past two years students of high scholastic standing and special aptitude for the work have been employed to act as assistants for one hour a day each.

The seating capacity of the library was very materially increased this year by the removal of the partition forming

the work room at the west end of the room, and the conversion of the science laboratory across the hall into a store room and work room. A desk and chair for the use of the librarian has been added to the equipment.

The extensive library of Dr. Cooley, a former principal of the school, has recently been presented to the library by his daughters, and will be made available for the use of the students as soon as possible. Miss Case's Latin classes were able, through the kindness of Mr. Dallach in arranging a benefit moving picture show, to give the library a very lovely statue of Athena. Ivy plants given by Mr. Vaughan have also added to the attractiveness of the room.

The work of cataloging the library has been practically completed. Lessons in the use of the library and the catalog and in the care and use of books were given to all of the freshman English classes this year and will be continued next year.

Books for the Junior College Department have been ordered and will be ready for use when the college opens in the fall.

EMILY ETHELL,
Librarian.

Fine Arts Course

The art course is divided into three major divisions covering three years' work. The department being a single unit in itself, faces the problem of having in each respective class former art students. The art classes then are not classified as first year art, second, etc. Since all students are placed together the program changes each year. The first quarter of every year is devoted to research work in design and color. This leads into the main problem of that respective year. For example, the problem of Interior Decoration will be the major work during the year of 1929-30. NOTE: (In the work of this department it is not the aim of the instructor to make interior decorators, designers, craft workers or artists in painting. It is simply to try and bring to the student an appreciation for the beautiful. Life without art is poor and starved yet we can have, merely by looking and studying in an understanding way, what is literally the wealth of the ages. Every person should come in contact

with art sometime in his or her life in order to be able to know the beautiful from the sordid by studying the exquisite creations of some masters and in order to have built up a conception of the best in art through studying the masterpieces of bygone centuries).

The historic background of art is studied so that two important benefits will be derived from the historic periods of furniture design:

First, it assists the student to a clearer understanding of history itself.

Second, it furnishes standards of beauty by which to judge the furnishings of the present day.

The course will begin with a study of the Italian Renaissance, then the Gothic Period which originated in France, and finally Great Britain and other parts of Europe. Proportions and contours will be studied as well as the structural lines and the principal pieces of furniture found in this period. There will be drawings made of the details and decorative motifs. A study will be made of the methods by which these are decorated and the woods employed.

In so far as possible modern application of these periods will be traced. The different periods will be studied such as the Tudor and Jacobean, Italian and Spanish as well as the Golden Age.

Colour will be treated from a simple and practical point of view. Advancing and receding colors, cold and warm colors, will be built up in making elevations.

Floors and their covering are considered as the foundations of the room. In this phase of the work the study will include simple rugs and patterned rugs as well as the "modern" decoration.

In the study of Interior Decoration the student will make elevations as a decoration and background and floor plans and the placement of furniture will also be included in this division. Applied design will be carefully planned throughout the designing of wallpapers, tapestries, textiles, lighting fixtures, and shades. Windows and the treatments which enhance their decorative values will be studied. Particular attention will be paid to the arrangement and balance of furniture. The student, at the end of the course, should be able to know the use and place for modern furniture. Particular

emphasis will be placed upon the arranging and hanging of pictures.

Notebooks and scrap books will be necessary. There will be nearly eighteen plates besides two large problems for the year.

HISTORY OF ART

This course is for the general art classes. A short resume of architecture and sculpture will be made. This will begin with the Early Christian Period, will continue through the Gothic Period as we find the transition of the Gothic in France, and finally will include Germany, England and Spain. The Renaissance will be treated in like manner. This will be followed by a short study of American Architecture and Sculpture. There will be the usual study of lantern slides, prints, and miniature prints.

OUTSIDE TRIPS

Outside trips will be planned. Field trips, trips to museums, art galleries, and industrial centers will be made by the students. Note books will be especially planned for the course. University prints will be purchased at the bookstore.

ART APPRECIATION

The appreciation of art course is intended to be highly cultural in nature. Attempt will be made to stimulate in the students a desire to know and understand the great periods of architecture and sculpture. This one semester course begins at the second semester. Since many students in this class wish to continue their work, the course is changed each year. The first year paintings will be studied. Then follows an architectural and sculptural course the next year.

Art Appreciation tends to develop in the student:

1. High standards of taste.
2. Interest in the beautiful rather than the sordid and commonplace.
3. Attitudes of research.
4. Authentic judgment and discrimination. Discrimination is the basis of appreciation.

In order to develop these standards the following subject matter will be studied:

1. Early Christian Architecture and Sculpture.

Syria

Asia Minor

Egypt

Rome

Byzantine

2. The Middle Ages

This is followed by the Gothic in its transition from the Romanesque to Gothic in France, Germany, England, Spain, Portugal and Italy. Particular attention will be placed on the Pisan Style in Italy.

3. The Renaissance beginning with the Renaissance in Italy will continue through the fifteenth and sixteenth century.

4. The general character of the Baroque will lead to the Neoclassic from which there will be a short resume of the work as we find it in the United States. Pictures will be collected, a scrap book as well as a notebook will be kept. As there is no motivation of art (free hand drawing) in this course, the course consists of outside reading, research problems, and tracings of the masters' works. Particular attention is given to the writing of the papers, mounting materials and portfolios so that the finished work may be a pleasure to the student in other years.

University prints are used in this course. The cost of these will not exceed three dollars, or about the price of a text book in any other course.

List of Pupils in Attendance at the Lyons Township High School, 1928-1929

*Indicates that the pupil left during the year.

SENIORS

Abarbanell, Helen
 Allen, Hazel
 Allen, William
 Ames, Sarah
 Anderson, Lucie
 Arendt, Eric
 Artmann, Dorothy
 Baer, Don
 Bales, Eleanor
 Barbaras, Robert
 Bartlett, John
 Battaglio, Thomas
 Bernet, Francis
 Best, Mary
 Betts, Geraldine
 Bielby, Catherine
 Bielby, George
 Bishop, Anne
 Bluder, Roland
 Boice, Elizabeth
 Bools, Edna
 Boose, Stephen
 *Borden, Phil
 *Borden, Peggy
 Breytspraak, Elmer
 Brill, Bessie
 Brown, David
 Brown, Emma
 Browne, Joseph
 Buck, Irene
 Buford, Margaret
 Burdick, Mary
 Burns, James
 Busch, Lydia
 Carlson, Esther
 Carpenter, Gordon
 Carow, Charles
 *Cavanaugh, James
 Chatterton, Margaret
 Christenson, Pearl
 Clark, Kendall
 Clark, Linnea
 Clarke, Gertrude
 Conrad, Wilbert
 Coulter, Marie
 Croft, James
 Croft, Robert
 Cronk, Antoinette
 Crook, Margaret
 Curtis, Ruth
 Davenport, Virginia
 Day, Iris

De Napoli, Angeline
 Denning, Katherine
 Dick, James
 Diederich, Anthony
 Doak, Margaret
 Dorff, Walter
 Douglas, Carlisle
 Dugan, Mary
 Durham, Janice
 Eastman, Jerome
 Eaton, Elaine
 Eddy, Owen
 Edwards, Herschel
 Eggert, Maxine
 Elwell, Clara
 Emberson, Doris
 Evans, Albert
 Ferris, Winifred
 Fleet, Odessa
 Foley, Charlotte
 Forslund, Ernest
 French, Alice
 French, Florence
 Furman, Florence
 Gage, Jerome
 Gage, Virginia
 Gale, Ruth
 Gessler, Eugene
 Gessler, Wilma
 Graves, Frank
 Gray, Nellie
 Gurrie, Mary
 Gustavson, Robert
 Haase, Alvin
 Haase, Milton
 *Haley, Lewis
 Hall, Russell
 Halla, Jane
 Hamal, Marquerite
 Hammans, Anne
 Harasta, Josephine
 Hargrave, Albion
 Harvey, Helen
 Hathaway, Helen
 Hautau, Dorothy
 Hauter, Marian
 Hayward, Stewart
 Hein, Grace
 Heppes, Richard
 Hladik, Adeline
 Hladik, Robert
 Hobbs, Barbara
 Hobbs, Faye

Holland, Kenneth
 Holland, Lorraine
 Hopper, Zelma
 Hork, Haskell
 Hotchkin, Murette
 Houlberg, Dorothy
 Hubbard, Archie
 Hubbard, Lawrence
 Hunter, Virginia
 Hyde, Esther
 Ioas, Lucile
 Irwin, Colene
 Jacobsen, Marie
 Jensen, Pearl
 Jolliffe, Shirley
 Jordan, Jane
 Kavana, Evadna
 Keller, Mildred
 Kluck, Dorothy
 *Knoche, Jack
 Kohout, Virginia
 Kraus, Margaret
 Lake, Charles
 Lane, Donald
 Larson, Conrad
 Larson, Julia
 Larson, Marian
 Larson, Ralph
 LaRue, William
 Lawrence, Aubrey
 Lawrence, Glenn
 Lemke, Ellen
 Lendrum, Viola
 Lindberg, Elsie
 Little, Margaret
 Lockwood, Ruth
 Loomis, Elnora
 Luettich, Lorena
 Maggee, Wilma
 Magnuson, Elsie
 Markl, Dorothy
 Matousek, Helen
 McCall, Robert
 McClure, Theron
 McConaughy, John
 McCune, Madge
 McEwen, Edison
 McGregor, Margaret
 McLane, Wallace
 Meade, Annis
 Meyers, Clarence
 Meyer, Helen
 Michna, Ethel

Miller, Alice
 Morris, Earl
 Morris, Harold
 Morrissey, Wilbur
 Moyer, Barbara
 Murphy, Timothy
 Napier, Virginia
 Nason, Edgar
 Nelson, Myra
 Newbill, Thomas
 Newell, Mary
 Newman, Barbara
 Olson, Everett
 Osgood, James
 Palmer, Vera
 Patton, Arthur
 Pennington, Willis
 Perry, Richard
 Person, Beatrice
 Phelan, Bettie
 *Pinner, John
 Polivka, Gertrude
 Poole, Eleanor
 Porter, Jule
 Pound, Helen
 *Power, Floyd
 Prentiss, Warren
 Prest, Geneve
 Pridmore, Margaret
 Puhl, Ainslie
 Ranstead, Elvira
 Raschke, Margaret
 Reed, Howard
 Reeves, Edward
 Rezny, Violet
 Rollin, Winifred
 Rossbach, Ruth
 Russell, William
 *Sampson, Douglas
 Scheel, Leland
 Schroeder, Eugene
 Schulsted, Adelaide
 Schulz, Ruth
 Schweidler, Alice
 Seneschalle, Madeline
 Shaver, Oliver
 Sheehan, Nell
 Skowbo, Georgie
 Skowbo, Marie
 Sladky, Louis
 Smith, Charles
 Smith, Robertson
 Snyder, Edwina
 Snyder, Frances
 Soper, Mary
 Sotek, Dale
 Stagg, Dudley
 Stanley, Dorothy
 Steendahl, Maren
 Sternitzke, Robert
 Stevenson, Virginia
 Stolfa, Rudolph
 Stone, Howard

Swanson, Mark
 Tamm, Gertrude
 Taylor, George
 Thayer, Betty
 Thompson, Clara
 Thompson, Willard
 *Todd, Franklin
 Torres, Sergius
 Troeger, Harold
 Turner, Ralph
 Twomley, Florence
 Vana Castelee, Ann
 Vaughan, Leonard
 Waddle, Harriet
 *Waldron, Jack
 Warner, Marian
 Warren, Janet
 Warren, John
 Wasco, Mary
 Watt, Eleanor
 Wesemann, Lois
 West, Gordon
 Westerberg, Eva
 Williams, Llewellyn
 Withey, Mark
 Wood, Jane
 Woodkey, Adolph
 Woods, Donald
 Woods, Dorothy
 Zack, George

JUNIORS:

Ackerman, John
 *Anderson, Hazel
 Anderson, Lawrence
 *Arbuckle, Doris
 Augustinus, Charlotte
 Azzarello, August
 Banks, John
 Barger, Ralph
 Barnes, Louise
 Bartlett, Charles
 Battey, Fred
 Bear, Robert
 Beardsley, Herbert
 Becker, Kathryn
 Beebe, Fred
 Bergstrom, George
 Biertz, Kermit
 Bills, Thornton
 Blomstrann, George
 Bluder, Arnold
 Boice, Howard
 Bonney, Edward
 Bourland, Ruth
 *Brislane, Francis
 Brown, Harry
 Brown, Margaret
 Brown, Mary
 Browne, Mary
 Bryant, Wallace
 Buchanan, Dorothy

Cahill, Marie
 *Cavanaugh, James
 Carlson, Elmer
 Carr, Ellen
 Cheek, Charlotte
 Christian, Evelyn
 Clark, Morgan
 Collett, Ruth
 Conrad, Clara
 Coxeter, Charles
 Crain, Edith
 Crook, Dorothy
 Curtis, Helen
 Cutshall, Lewis
 Dahlstrom, Ruth
 Demmer, Charles
 Dexter, Marjorie
 Dohren, Walter
 Dold, William
 Dougherty, Richard
 Eager, Dudley
 Edmonds, James
 Edwards, Albert
 Eilert, Mary
 Eiserman, Helen
 Emmertz, Roger
 Erickson, Thor
 Evans, Marian
 Evett, Arthur
 Favorite, Florence
 Felix, John
 Fengler, Mildred
 Forbes, Ross
 Fountain, Ruth
 Fouch, Betty
 Franke, John
 Fryer, Martha
 Fulkerson, Helen
 Gamble, Dorothy
 Gatenby, William
 *Gates, Ethel
 Gates, Walter
 Gessler, Freda
 Giles, Manning
 Gilleran, Leo
 Gilmore, Marjorie
 Gilmore, Vincent
 Glashagel, Robert
 Glasner, Charles
 Glomski, Dorothy
 Glorieux, Constance
 Glover, Nellie
 Gore, Bud
 Graham, Corrine
 Green, Harvey
 Grossarth, Lucille
 Guise, Edward
 Guilford, Pauline
 Gylfe, Erna
 Hade, Russell
 *Hadley, Shirley
 Hall, Barbara

Hallam, Dorothy
 Hanson, Emil
 Hanson, Russell
 Harlan, Agnes
 Hasse, Delmas
 Hartman, William
 Hatfield, Margaret
 Haverstock, Gordon
 Heafer, Martha
 Hein, Harvey
 Heinemann, William
 Hengels, Joseph
 Hilton, Caspar
 Hindman, Virginia
 Hixson, Eleanor
 Hoffman, Florence
 Hornbeck, John
 *Horning, Dorothy
 Hoyte, Helen
 Hoyte, Florence
 Hrkel, Helen
 Hunziker, Isabel
 Hutchinson, Carolyn
 Hynes, Bernice
 Jeffrey, Charles
 Johnson, Byron
 Jones, Charles
 Kalish, Shirley
 Keith, John
 Kellogg, Richard
 Kennedy, Isabel
 Kiehl, Leslie
 Kiehl, Lester
 Kimbell, Yvonne
 Kinast, Allan
 Klanyac, Mildred
 Kluth, Ray
 Kluzak, Eleanor
 Knowles, Richard
 Kolar, Frank
 Krein, Robert
 Krohn, Carl
 Kubrock, Cassie
 Lamb, Carter
 Lamb, Robert
 Larsen, Willa Alice
 Leatham, Chester
 Leu, Dorothy
 Lillig, Ralph
 Litsey, Eleanor
 Lucas, Ray
 Luck, Ruth
 Luettich, Esther
 Maas, Ethel
 Malcom, June
 *Marland, Louise
 Martin, James
 Martin, Nellie
 Maslek, Frank
 McCune, Martin
 McCune, Vera
 McEwen, Gilbert
 McGarrahan, Fred

McGarrahan, Muriel
 McKone, Ruth
 Mellish, Adele
 Melvill, Helen
 Merrill, Ralph
 Meyers, Mary
 Michal, Charles
 Mitchell, Dolores
 *Montgomery, Wilbert
 Moore, Elvie
 Morris, Thomas
 Mulvihill, John
 Murdock, Elizabeth
 Myers, William
 Nelson, Agnes
 Niedert, Clara
 Niemann, William
 Oberg, Esther
 *O'Hara, William
 Olson, Edwin
 *Olson, Paul
 Orton, Walter
 Pantke, Alvin
 Patterson, Ellmore
 Paulsen, Edward
 *Pearson, Dan
 Pennington, Margaret
 Pennypacker, Robert
 Perry, Richard
 *Pickens, Elizabeth
 Pinner, Helen
 Place, Ruth
 *Posewich, Stella
 *Powers, Olive
 Prest, John
 Price, Virginia
 Prouty, Phyllis
 Raab, Gordon
 *Ramazini, Waldo
 Ramp, Arthur
 Ranstead, Everett
 Reed, Robert
 Reeve, Julia
 ReQua, Dorothy
 Rhoads, Herbert
 Rice, Barbara
 Ricketts, Charles
 *Rifle, Virginia
 Riley, Olive
 *Rose, Broadwell
 Rubins, Herman
 Russell, Margaret
 Ryan, Robert
 Ryder, Raymond
 Sallade, Laura
 Salsman, Virginia
 Sampson, Helen
 Saso, Joe
 Sayles, James
 Schmidt, Harold
 *Schultz, Laura
 Schutz, Jack
 Schwytzer, Howard

Schye, Elinor
 Scoggins, Alta
 Sedlak, Emily
 Sencebaugh, Mary
 Sheehan, Regina
 Short, Jeffrey
 *Showalter, Leroy
 Sieling, William
 Skowbo, Elizabeth
 Smith, LeGrand
 Smith, Marlin
 Smith, Russell
 Saltow, Frank
 Southgate, Mary
 Spangenberg, Eudora
 Speer, Anita
 Sperry, Ned
 Sperry, Philip
 St. Clair, Edward
 Stockdale, Franklin
 Stubbs, June
 Stupp, Fred
 Stulik, Oscar
 Taylor, Daniel
 Tepper, Franklin
 Thacher, Florence
 Thompson, Carol
 Titus, Jack
 Titus, William
 Tjarks, Irene
 Towell, Evelyn
 Trotter, Joseph
 Trower, Harold
 Turek, Charles
 Vaughan, Robert
 Virkus, Robert
 Waldron, Ben
 Wallace, Evelyn
 Washburn, George
 Webb, Alfred
 Webb, Edward
 Wendorf, John
 Wertella, Dorothy
 Weymouth, Emerson
 Willems, Philip
 Williams, Edna
 Williams, Olwyn
 *Wilson, Florence
 Witt, Fred
 Wood, Jane
 Woodhull, Jordan
 *Wright, Frances
 Wright, George
 *Wurmlee, Craig
 Zimmer, Pete
 Zimmerman, Wendell

SOPHOMORES:

Adams, John
 Albaron, Louis
 Allen, Norene
 *Anderson, James
 Anderson, Roland

Ashton, Barbara
 Aubinger, Eunice
 Ault, Philip
 *Ayers, Doris
 Azzarello, Tony
 *Baker, Harold
 Balaty, Vincent
 Bales, Dan
 Bunker, Margaret
 Barrow, Wilburn
 Baumann, Hernold
 Baumgartel, Evelyn
 Bean, Robert
 Bear, Mary
 *Bierman, Francis
 Bollnow, Ruth
 Borden, Charles
 Boynton, Eleanor
 *Brander, William
 Breen, Catherine
 Breen, Lily
 Brooks, Dorothy
 Euford, Sam
 Caldwell, Billy
 Callies, Arline
 Carlson, Winifred
 Carr, Gladys
 Cervený, William
 Chambers, John
 Christian, George
 Clark, Robert
 Collins, Betty
 Collins, Elizabeth
 Conrad, Evelyn
 Conrad, Florence
 Cooke, Catherine
 Corrie, Margaret
 *Cortesi, Esther
 Coulter, Robert
 *Croak, Ruth
 Croft, Robert
 Crouch, Viola
 Cunningham, Mary
 Czechowitz, Ida
 Davis, Donald
 Dean, Wilfred
 Deane, Phyllis
 DeBacher, Walter
 Decker, Kenneth
 Degener, Dorothy
 DeJarold, Jack
 Deke, Lorraine
 Dering, Wilkinson
 Diedrichson, Eleanor
 Douglas, Jack
 Draeger, John
 Drewes, Jack
 Durham, Ernestine
 Eaton, Charles
 Ebert, Reva
 Eisenbach, Anthony
 Eiserman, Sam
 Falout, George

Fiala, Ivy
 Fisher, Dorothy
 Fleet, Anna
 Fremer, Irene
 Friberg, George
 Fulton, George
 Furman, Edward
 *Gage, James
 Garre, Edna
 Gasper, John
 Gauger, Caroline
 Gauger, Clarence
 Gebhardt, Edward
 Gilmore, Mary
 Glovatsky, Anna
 Glovatsky, Leona
 Gray, Lyman
 Greenlee, Charles
 Griffith, Robert
 Gross, Kenneth
 Grossarth, Lucile
 Guilford, Jane
 Guise, Esther
 Gustavson, Jeanette
 Gustin, Lois
 Gylfe, Werner
 Hagey, William
 Hansen, Selene
 Harlan, Margaret
 Harris, Alfred
 Hastings, William
 Hatch, John
 Hauter, Robert
 Hawley, Robert
 Hayman, Frank
 Henry, Irma
 Henson, Jane
 *Hescher, Gladys
 Hessler, Orville
 Hicok, Harriet
 Hixson, Marie
 Hlavaty, Edward
 *Hoeftling, James
 Holland, Norman
 Holland, Ramona
 Holt, Zolita
 Horn, Donald
 Horn, Doris
 Hosmer, Katherine
 Howson, Mary Mable
 Hoyt, Preston
 Hoyt, Wilson
 Hume, Robert
 Huppert, Helen
 Hurst, Hugh
 Ide, Jeanne
 Jacobi, Frank
 James, Kathleen
 Jenkinson, Archie
 Johnson, Marshall
 Johnson, Olive
 Johnson, Wayne
 Jones, Sarah

Jones, Virginia
 Jost, Lucile
 *Kadlec, Verna
 Keith, Charles
 Keller, Florence
 Keller, Jeanette
 Kinsella, Jack
 Kleine, Walter
 Kleven, Alfred
 Kluck, Elmer
 Kocmond, Joseph
 Kramp, William
 Kubrock, Daniel
 Lacher, Robert
 Lacher, Karl
 Lane, Willard
 Langdon, William
 Lange, Thomas
 LaRue, Robert
 Lay, Dorothy
 Lehmann, Louise
 Lemon, Donald
 Leonard, Taylor
 *Letonchick, Mary
 Leu, Bernice
 Lindner, William
 Litzenberg, Dale
 *Long, Winston
 Mance, Arthur
 Marshall, Harold
 *Martin, Dove
 *Martin, Harold
 Matousek, Eleanor
 Matz, Adeline
 McAllister, Robert
 Meaden, John
 Melvill, Jean
 Merten, Dorothy
 Mertskey, Jeanette
 Merritt, George
 *Meyers, Fred
 Meyers, John
 Miles, Marshall
 Moats, Dorothy
 Montgomery, Ruth
 Moore, Fred
 Moore, Jane
 Morresey, Donald
 Mueller, William
 *Mulkey, Robert
 Mulligan, Isabelle
 Murdock, Irmanell
 Myslivecek, Libby
 Newell, Bertha
 *Nicopulos, Dora
 Nordin, Dayton
 Nordin, Dorothy
 Nordwall, Jennie
 Novy, Gertrude
 Ogren, Milton
 O'Hara, Edward
 *O'Malley, Charles
 O'Malley, Thomas

Paine, Marguerite
 Palmer, Adelaide
 Pamperien, Phyllis
 Parks, Mary Jane
 Patterson, Bernice
 Paulson, Elynor
 Pavletic, John
 Pearce, Morley
 Perkins, Franklin
 Person, Carl
 *Peterson, Harold
 Phelps, Mildred
 Phillips, Mary
 Pierce, Jack
 Piltz, Ray
 Pollock, Morris
 Polsley, Edgar
 Porter, Nancy
 Portner, John
 Powell, John
 Pratt, George
 Prickett, Paul
 Racine, William
 Rakerd, Opal
 Reeder, Dorothy
 Reichert, Charlotte
 Rhoads, Burton
 Rice, Winifred
 *Riley, Eugene
 Rivaldo, Dominic
 Robb, Chester
 Robertson, Eleanor
 Robinson, Louise
 Rogers, Elizabeth
 *Rollins, Mary
 Rossbach, Edmund
 Rowley, Richard
 Rubins, Morven
 Sallade, Mildred
 Salverson, Betty
 *Sampson, Roy
 Schad, Doretta
 Scheef, Dorothea
 Schirbl, Gerhart
 Schwitzer, Marvin
 Shaleen, Dorothy
 Sillaway, Jane
 Simons, Grace
 Sliva, Frank
 *Smit, Margaret
 Smith, Laura
 Smith, Roy
 Smith, Miriam
 Spotswood, Lawrence
 Squire, Virginia
 Staley, Helen
 Stolfa, Joseph
 *Stover, Charles
 Strelluf, William
 Templeton, Allan
 Thompson, Katherine
 Thompson, Virginia
 Titus, Don

Toth, Elizabeth
 Trotter, June
 Twomley, Robert
 Twyman, Baker
 Vacek, Frank
 VanDyke, Ann
 Vickery, Charles
 Vickery, Florence
 Waddington, Harry
 Wagner, Warren
 Ward, Jane
 Walters, Lester
 Watt, Charles
 *Watts, Beverly
 Weaver, Clifton
 Weber, Janet
 Wermine, Carl
 Wicke, Harriet
 Wilkey, Ross
 Wilkinson, Jack
 Willett, Esther
 Williams, Eileen
 *Williams, Roger
 Wilson, Charles
 Wilson, Clyde
 Woods, James
 Zilka, Josephine
 Zimmerman, William

FRESHMEN:

Anderson, David
 Anderson, Evelyn
 Andres, Robert
 Arkell, Ruth
 Azzarello, Alice
 Azzarello, Anna
 Azzarello, Joe
 Badger, Anne
 Baker, Harriet
 Barrow, Floyd
 Bates, Mary Ann
 Battey, Marjorie
 Bearse, Emily
 Becker, Florence
 Beckley, Donald
 Beller, Ralph
 Bengston, Leonard
 Benson, Harold
 Berka, Edward
 Best, Helen
 Betin, Harold
 *Bilek, John
 Bilek, Betty
 Bilek, Mary
 Blenkinsopp, Charles
 Bluder, Alfred
 Board, Thomas
 Bobek, Anton
 Boice, Herbert
 Bollnow, Gladys
 Bonnell, Florence
 Brcka, Elsie
 Breen, Marie

Brockschmidt, Willis
 Brown, Edward
 Brown, Florence
 Brown, Jane
 Buford, John
 Caldwell, Rosella
 Carlson, Roy
 Carrow, Alice
 *Cermak, Anton
 *Cermak, James
 Champion, Bill
 Chapin, Rod
 Cherry, Alice
 Clark, Phillip
 Clifton, Mary
 Cohoon, Ruby
 Coniglio, Mary
 Craig, Glenn
 Crain, Kenneth
 Crist, Josephine
 Cummings, Vivian
 Cummings, Walden
 Curry, Viola
 Dana, Walter
 Data, Stella Anne
 DeNapoli, Mary
 Dohren, Lester
 Dolgner, Violet
 Drtina, Walter
 Duncanson, Jay
 Dunlap, Ethel May
 Eldred, June
 Eleveld, Bernice
 Eillis, Victor
 Elmer, Billy
 Emmer, Joseph
 Eral, Mildred
 Erbeck, George
 Evans, Howard
 *Evans, La Verne
 *Extrom, Kenneth
 Favorite, George
 *Fehrman, Fred
 Ferris, Mary
 Fischer, Ruth
 FitzSimons, Ralph
 Ford, Irene
 Fraser, Betty
 Furchtsam, Josephine
 Gage, Jane
 Gamble, James
 Gardner, Reta Jean
 Garst, Lillian
 Gay, Jane
 Germaine, Virginia
 Gervase, Rose
 Giles, Helen
 Gilmore, Richard
 Giovannoni, Janet
 Gobleman, Thurman
 Gray, Doris
 Greenlee, Janet
 Grilk, Elizabeth

Gustafson, Evert
 Haase, Herbert
 Hadley, Joel
 Hall, Ray
 Halla, Dorothea
 Hancox, Herbert
 Hanson, Elmer
 Harlan, Howard
 Harris, Alvia
 Haskett, Peggy
 Hastings, Bruce
 Hauschild, Richard
 Hayman, Robert
 Hedges, Eleanor
 Heppes, Mary Helen
 Herman, Edward
 Herstowski, Eleanor
 Hess, Joseph
 Hladik, Mabel
 Hoffman, Jane
 Holland, Gladys
 Holz, Richard
 Hoppenrath, Mildred
 Horn, Lyle
 Hornbeck, Emmaline
 Hoyte, James
 Hughes, Mary
 Florence
 Huntoon, Harry
 Innes, Robert
 Ives, George
 Jeffries, Charles
 Johnson, Florence
 Johnson, Olive
 Johnson, Sidney
 Johnson, Virginia
 Jones, Eva
 Joliffe, Vincent
 Jordan, Prescott
 Kamin, Clarice
 Kane, Grace
 Kastory, Helen
 Keilman, Dorothy
 Keller, Ray
 Kelso, Jean
 Kendrick, James
 Kennedy, William
 Keough, Helen
 Kleine, Edward
 Klumforth, Leora
 Knoche, Pegi
 Kohlstrom, Elsie
 Kohout, Robert
 Kolanchik, Naomi
 Komorous, Myles
 Krein, Dorothy
 Kriz, Robert
 Krum, Genivieve
 Kubrock, Isiah
 Lambert, Virginia
 Lamoreaux, Earl
 Lang, La Verne
 Lange, James

Lange, Lucille
 Lapham, Eleanor
 Latta, William
 Lawrence, Mary
 Lee, Frances
 Lehman, Helen
 *Lenzie, George
 Leubrie, Hazel
 Lewis, Philip
 Lindeblad, Donald
 *Litz, Harold
 *Lindstrom, Morris
 Loggins, Dolores
 Loughlin, Bernice
 Lundeen, Lester
 Lundin, Stanley
 Luse, Virginia
 Maas, Blanche
 Mabin, James
 Macdonald, David
 Mack, Violet
 Maggee, Thomas
 Magnuson, Paul
 Malcom, Robert
 Mance, William
 Marble, Donald
 Maus, Ellis
 McCallister, Virginia
 McCandless, Sheldon
 McCain, Burton
 McConaughy, James
 McEwen, Betty
 McLane, Farnum
 McLhinney, Jack
 McNamee, Clarence
 Mead, John
 Merrill, Garrison
 Merrill, Jackson
 Merritt, Fred
 Miller, Glenn
 Mitchell, Marian
 Molzahn, Irma
 Montgomery, Mildred
 MontPas, Marguerite
 Moore, Robert
 Moore, Dick
 Moore, Willie
 Moran, Bill
 Morris, Donald
 Morris, LeRue
 Moos, Alfred
 Mulholland, Willard
 Murphey, Charleen
 Natale, Salvatore
 Nelson, Maclay
 Nelson, Melvin
 Nelson, Ruthe
 Newman, Bill
 Nikodem, Mildred
 Nilsen, Borgny
 Nordwall, Hazel
 Oakes, Catherine
 O'Brien, Harry

Ogren, Myrtle
 Olsen, Harriett
 Olson, Jane
 Olson, Robert
 Oswald, Dorothy
 Padrta, Mildred
 Parsons, Priscilla
 Pear, Dorothy
 Peirce, Andrew
 Pense, Mary Leona
 Pergl, Joseph
 Perry, Mary Jane
 Person, Eugenia
 Peterson, Lawrence
 Pierce, Joe
 Pikas, Helen
 Pillar, Francis
 Podmajerski, Anna
 Polivka, Frank
 *Post, Raeburn
 Pound, Carolyn
 Powers, Janet
 Price, Kathryn
 *Price, Vernetta
 Pritchard, Parmely
 Probst, Sonna
 Purple, Helen
 Quitmeyer, Martin
 Raschke, Ruth
 Reinke, Bernice
 Reinke, Earl
 Renn, Violet
 Ridley, Ellen
 Robie, Winifred
 Rockwood, Belle
 Roder, Grace
 Rosenstone, Christine
 Rossman, Ruth
 Rowe, Howard
 Ruge, Dorothy
 Sage, Edna
 Sanborn, Marian
 Sayer, Esther
 Schaefer, Willis
 Scheef, Mary Jane
 Schmidt, Arthur
 Schultz, Ray
 Schmidt, Helen
 Schuyler, Jayne
 Schye, Lorraine
 Scofield, Walker
 Seacord, Wilkin
 Sencebaugh, Betty
 Sergo, Raymond
 Short, Beatrice
 Siegler, Mary
 Silhavy, Miros
 Sims, Billy
 Sitch, Lydia
 Smith, Beatrice
 Smith, Marian
 Smith, William
 Socolofsky, Emanuel

Soltow, Margaret
 Sondregger, Helen
 Stample, Ursula
 Steendahl, Beatrice
 Steimer, Violet
 Sternitzke, Herman
 Sternitzke, Marie
 Stevens, Myron
 Stobart, Marva
 Stulik, Jerome
 Stupp, Mark
 Symmes, Frances
 Sypura, Max
 Taylor, Donaldine
 *Tatro, Frank
 Teeter, Dorothy
 Thatcher, Lewis
 Thiersch, Robert
 Theiss, Frances
 Thompson, Beatrice
 Thompson, Elsie
 Thompson, Ruth
 Thorsen, Lorraine
 Todd, Lester
 Torres, Edward
 Treat, Betty

Turek, Ruth
 Turner, Allan
 Van Dyke, Frances
 Vaughan, Gager
 Vilet, Joe
 Voss, George
 Waite, Ethel
 Wallace, Ray James
 Warner, Hilda
 *Watts, Beverly
 Webb, Donald
 Weissbrenner, Helen
 West, Ruth
 Westerholm, Helen
 Westfall, Paul
 White, Lenore
 Wilcox, Helen
 Williams, Gwynith
 Williams, Lester
 Williamson, Eleanor
 Wilson, Betty Jane
 Wilson, Blake
 Winkelman, Arthur
 Winkelman, Carolyn
 Winslow, Gertrude
 Wood, Leonard

Woodkey, Alma
 Zahlava, Blanche
 Zelnick, George
 Zuttermeister,
 Katherine
 P. G.:
 *Ball, Kenneth
 Brunken, Leona
 *Bishop, Anne
 *Boyd, Harriette
 Crook, Marian
 Davidson, Margaret
 *Fletcher, Mary
 Gale, John
 *Gaston, Mary
 Goodyear, Virginia
 Gorsky, James
 Hevenor, Carolyn
 Knowles, Margaret
 Loomis, Clinton
 Maus, James
 Paradis, Marian
 Purple, George
 Sanders, Clara
 Sceleth, Gertrude
 Willett, Albert

List of Graduates

CLASS OF 1929

Helen Mary Abarbanell
William Ray Allen, Jr.
Hazel Dorothy Allen
Sarah Ames
Lucie Frances Anderson
Eric H. Arendt
Dorothy Marie Artmann
Don D. Baer
Eleanor Cathryn Bales
Robert S. Barbaras
John William Bartlett
Thomas E. Battalio
Francis Herbert Bernet
Mary Best
Geraldine E. Betts
Catherine M. Bielby
George E. Bielby
Anne Bishop
Roland H. Bluder
Elizabeth Lang Boice
Edna M. Bools
Stephen R. Boose
Elmer L. Breyspraak
Bessie M. Brill
David Samuel Brown
Emmalleen Brown
Joseph Emanuel Browne
Irene Mary Buck
Margaret Buford
Mary Burdick
James J. Burns
Lydia Busch
Esther Alice Carlson
Gordon R. Carpenter
Charles E. Carrow
Jane Margaret Chatterton
Pearl Christensen
Henry Kendall Clark
Lennea M. Clark
Gertrude Elizabeth Clarke
Wilbert F. Conrad
Marie Coulter
Margaret E. Crook
James J. Croft
Robert Hilton Croft
Antoinette Mary Cronk
Ruth Curtis
Virginia Davenport
Iris Retta Day
Angela Lucille DeNapoli
Katherine Denning
James K. Dick
Anthony Diederich
Margaret Hilda Doak
Walter M. Dorff
Carlisle G. Douglas

Mary L. Dugan
Janice Durham
Elaine B. Eaton
Owen K. Eddy
Hershel Edwards
Maxine Eggert
Clara I. Elwell
Doris Emberson
Albert Franklin Evans
Winifred Ferris
Odessa Bernice Fleet
Charlotte E. Foley
Ernest M. Forslund
Alice Irene French
Florence Belle French
Florence Furman
Jerome D. Gage
Alice Virginia Gage
Ruth E. Gale
Eugene W. Gessler
Wilma Kathryn Gessler
Frank N. Graves, Jr.
Nellie Gray
Mary M. Gurrie
Robert L. Gustavson
Alvin H. Haase
Milton G. Haase
Russell Edward Hall
Jane Maydwell Halla
Marguerite E. Hamal
Anne Hammons
Josephine H. Harasta
Albion F. Hargrave, Jr.
Helen Margaret Harvey
Helen Hathaway
Dorothy M. Hautau
Marian Louise Hauter
Stewart D. Hayward
Grace Hein
Richard C. Heppes
Adeline Hladik
Faye Isebel Hobbs
Barbara Louise Hobbs
Lorraine S. Holland
Zelma V. Hopper
Haskell R. Hork
Marette Frances Hotchkin
Dorothy Houlbereg
Archie H. Hubbard
J. Lawrence Hubbard
Virginia Hunter
Esther Adelaide Hyde
Lucile Ioas
Colene Irwin
Marie Jacobson
Pearl Anna Jensen

Shirley V. Jolliffe
Jane Fulton Jordan
Evadna Kavana
Mildred Louise Keller
Dorothy Kluck
Virginia Barbara Kohout
Margaret Kraus
George Kucaba
Charles A. Lake
Donald E. Lane
Conrad H. Larson
Julia Eleanor Larson
Marian Elizabeth Larson
Ralph A. Larson
William Lawrence La Rue
George Aubrey Lawrence
Thomas Glenn Lawrence
Ellen Barbara Lemke
Viola E. M. Lendrum
Elsie A. Lindberg
Margaret Little
Ruth S. Lockwood
Elnora Loomis
Lorena Luettich
Wilma Jean Maggee
Elsie Magnuson
Dorothy F. Markl
Helen Adelaide Matousek
Sanford E. Maus
Robert McCall
Theron B. McClure
John McConaughy
Madge McCune
Edison McEwen
Margaret W. McGregor
Wallace B. McLane
Annis C. Meade
Helen C. Meyer
Clarence John Meyers
Ethel Michna
Alice Louise Miller
Earl William Morris
Harold R. Morris
John Wilbur Morrisey
Barbara Helen Moyer
Forest Timothy Murphy
Virginia Mary Napier
Edgar F. Nason, Jr.
Thomas J. Newbill
Mary T. Newell
Barbara Newman
Everett C. Olson
James R. Osgood
Vera K. Palmer
Arthur J. Patton
Willis G. Pennington
Beatrice Person
Helen E. Phelan
Gertrude Polivka
Eleanor L. Poole
Jule Whitney Porter

61
Helen M. Pound
Warren Prentiss
Geneve Prest
Margaret Pridmore
Ainslie Rogers Puhl
Elvira Margaret Ranstead
Margaret O. Raschke
Howard A. Reed
Edward H. Reeves
Violet R. Rezny
Winifred Mary Rollin
Ruth Anna Rossbach
Leland C. Scheel
Eugene H. Schroeder
Adelaide Ellen Schulstad
Ruth Louise Schulz
Alice J. Schweidler
Oliver D. Shaver
Madeline Marie Senechalle
Nell Marie Sheehan
Georgia Dorothea Skowbo
Marie Skowbo
Charles Mathieson Smith
Robertson E. Smith
Edwina M. Snyder
Frances M. Snyder
Mary Bancroft Soper
Dale Sotek
Dudley A'Court Stagg
Dorothy J. Stanley
Maren Louise Steendahl
Robert A. Sternitzke
Virginia Stevenson
Rudolph G. Stolfa
Howard Arthur Stone
Mark Swanson
Grace E. Tamm
George Manchester Taylor
Betty Thayer
Clara A. Thompson
Willard Thompson
Sergius L. Torres
Harold Francis Troeger
Ralph Emerson Turner
Florence Twomley
Ann C. VanDeCastele
Leonard H. Vaughan, Jr.
Harriet Waddle
Marion O. Warner
Janet Warren
John H. Warren
George H. Washington, Jr.
Eleanor H. Watt
Lois Wesemann
Gordon J. West
Eva Marie Westerberg
Llewellyn Williams
Mark F. Withey
Donald Rowley Woods
Dorothy M. Woods
Adolph Woodkey

Thirty-eighth Annual **COMMENCEMENT**

Lyons Township High School

JUNE 13, 1929, 8:15 P. M.

HIGH SCHOOL AUDITORIUM

P R O G R A M

Organ	Frank Breen
Processional	
Invocation	Russell Hall
Vocal Solo	Eric Arendt
To An Evening Star.....	Wagner
Drink to me Only With Thine Eyes.....	Old English
Address	Dr. Rollo L. Lyman University of Chicago
Piano Solo.....	Florence Twomley
Magic Fire Music	Wagner-Liszt
Presentation of Class.....	G. W. Willett Principal
Presentation of Diplomas.....	R. C. Fletcher President of Board of Education
Awarding of Honors	
Class Song	
Recessional	Frank Breen

CLASS OFFICERS

President	Kendall Clark
Vice-President	Virginia Gage
Secretary	James Croft
Treasurers.....	{ Howard Sone Maxine Eggert

NATIONAL HONOR SOCIETY

Kendall Clark	Ann Van DeCastele	Howard A. Stone
Winifred Rollin	Mary Best	Archie Hubbard
Leonard Vaughan, Jr.	Russell Hall	Billy Allen
Albion Hargrave, Jr.	Eugene Gessler	Ruth Lockwood
Virginia Hunter	James Croft	Barbara Newman
Nell Sheehan	Virginia Gage	Mary Soper
Jane Jordan	Gertrude E. Clarke	David Brown
Antoinette Cronk	W. Jean Maggee	Barbara Moyer
Colene Irwin	Ruth Gale	Ruth Rossbach
Ruth Curtis	Jule Porter	

Text Books

- Algebra I—Edgerton and Carpenter.
Algebra III—Edgerton and Carpenter—Second Course.
Algebra-College—Hart.
Botany—Bergen and Caldwell—Practical Botany.
Bookkeeping—Elwell and Toner.
Chemistry.
Dull—High School Chemistry.
Dull—Laboratory Exercises.
Elementary Civics—Edmondson and Dondieau.
Commercial Arithmetic—Van Tuyl (Revised).
Commercial Geography—Smith.
Commercial Law—Huffcut (Revised).
Domestic Art I, II—Girls' Problems in Home Economics—
Trilling and Williams.
Economics—Fairchilds.
English III—Newcomber and Andrews—Three Centuries
of American Poetry and Prose.
English Grammar—Carpenter.
English IV—Literature and Life—Book IV.
Century Handbook of Writing.
French I—Bovee—Premiere Annee de Francais.
French II—Bovee—Duxieme Annee de Francais.
French III—Trois Comedies Francais.
Contes Gais.
General Science—Caldwell and Eikenberry. (Revised).
Geometry, Plane—Ford and Ammerman.
Geometry—Solid—Ford and Ammerman.
German—Wesselhoeft.
Modern History—Webster—Medieval and Modern European
History.
American History—Bailey.
Latin I—Francois—Elementary Latin.
Latin II—Scudder—Second Latin.
Gennett—Latin Grammar.
Latin III—Johnson and Kingery—Selected Oration and Let-
ters of Cicero.
Latin IV—Knapp—Vergil.
Mechanical Drawing—Anthony—Mechanical Drawing.

Windoos and Campbell—Architectural Drawing.
Office Practice—Office Training and Standards—McClelland.
Secretarial Studies—Corelle and Gregg.
Physics I—Millikan, Gale and Pyle—Elements of Physics.
Physics II—Elementary Principles of Physics—Fuller,
Brownlee and Baker.
Shorthand I—Gregg. (Revised).
Shorthand II—Gregg—Speed Studies.
Sociology—Ross (Civic Sociology).
Spanish I—Wilkins First Book.
Spanish II—Wilkins Second Book.
Trigonometry—Breslich and Stone.
Typewriting—Twentieth Century.
Zoology—Lindville and Kelley.

